MOTIVATION TECHNIQUES IN THE
U. S. NAVY.

By

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A SCHEME FOR ENCOURAGING THE APPLICATION OF MOTIVATION TECHNIQUES BY OFFICER ADMINISTRATORS OF THE UNITED STATES NAVY

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BY

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PREFACE

Good personnel administration will never cease to be an art, and yet it is becoming more and more a science. Industrial leaders have frequently referred to it as human engineering. Psychologists and personnel administrators now refer to some of their rapidly improving methods and techniques as tools of their science. There are reasonably satisfactory tools for measuring the abilities of a man. There are reasonably good instruments for classifying him, rating him, and placing him in a proper job. Psychologists can do a fairly satisfactory job of conducting opinion polls and attitude surveys, but something is certainly missing, for industrial workers strike, sailors in the U. S. Navy make unnecessary complaints, and both groups believe in erroneous theories, which only serves to separate the crews and their officers unnecessarily.

Any mathematician solving a difficult problem likes to check his work by a different method. It is my belief that the method presented herein is at least a good method to be used by leaders in checking for omissions and possible suggestions regarding the personnel situation. It is just as sound as the check-off list for accurate material

PREFACE

Good personnel administration will never cease to be an art, and yet it is impossible every day not more a science. Industrial leaders have increasingly realized in it as basic equipment. Psychologists and personnel administrators can value to some of which highly important methods and techniques as tools of their science. They are responsibly satisfactory tools for measuring the abilities of a man. There are reasonably good instruments for classifying jobs, rating them, and placing the in a minor job. Psychologists can do a fairly satisfactory job of measuring various traits and attitudes accurately. The practice is particularly striking, for instance, among which, unless is the V. A. Very much temperamental complaints. and that people failure in measures therefore, which only serve to aggravate the areas and which effect unnecessarily.

Any mechanization solving - difficult problem likely to result the work in a different method. It is my belief that the method presented herein is at least a good method to be used by industry in searching for qualitative and quantitative requirements regarding the personnel situation. It is just as sound as the check-off list for measurate material

maintenance, long accepted in the Navy for up-keep of guns, fire control equipment, and all ship's machinery. In fact, the scheme presented is a check-list. It is aimed at approaching the personnel situation from the standpoint of motivation in order to better serve as a double-check on the leadership and administration methods. This is an attempt to refine the theories and facts of one phase of leadership into a scientific instrument for practical use.

The list, presented in this Thesis, is designed for use by leaders in the United States Navy. It is necessary to limit the situation covered to the Navy in order to keep the check-list brief and workable for a specific situation. It is the hope of the author that this list will develop and grow to be a useful scheme, or tool of personnel administrators, in or out of the Navy. If this list will aid any Navy officers to maintain their personnel in the highest state of efficiency, usefulness, enthusiasm, and readiness for emergencies, it will have served its purpose.

The author is deeply indebted for encouragement, careful consideration of his ideas, and for many useful suggestions to Dr. Harvey Walker, Ohio State University; Dr. C. B. Mendenhall, Ohio State University; Captain C. B. McCombs, USN; Captain Allan B. Roby, USN; Commander E. M. Brown, USN; Commander T. D. F. Langen, USN; Commander B. E. Wiggin, USN; Commander B. W. Dunlop, USN; Commander J. R. Mackroth, USN;

relationships, long recognized in the form for so-called of power, view cognoscenti equipment, and all single membership. In fact, the science presented in a characteristic. It is about to dominating the professional activities from the standpoint of activation in order to better serve as a psychiatrist as the immediately and administration methods. This is an advantage to realize the theoretical and there of one source of lack-ability like a substantial instrument for practical use.

The list, presented in this Theses, is designed for use of learner in the social sciences. It is necessary to list the activities observed in the form in order to have the necessary series and workable for a specific activities. It is in the form of the author that this list which contains and form so in a useful schemes, or that if personnel administrations, is an use of the form. It has list will add one long situation to measure other personnel in the different state of activities, machinery, equipment and machines for experiments. It will help manual in learning.

The author is highly indebted for encouragement, suggestions of the study, and for many useful suggestions in Dr. Harvey Walker, Ohio State University Dr. E. H. Hammond, Ohio State University Professor C. E. Madden, (OSU) Columbia Allen C. Long, (OSU) Commander E. E. Green, (OSU) Commander T. E. T. Lowry, (OSU) Commander H. E. Hoffman, (OSU) Commander T. V. Smalley, (OSU) Commander J. T. Washburn, (OSU)

Lieutenant Commander C. S. Walline, USN; Lieutenant A. H. Cornell, (SC), USN; Major J. S. Hudson, USMC; Colonel H. B. Van Volkenburgh, USA; Lieutenant Colonel T. A. Kenan, USA; and Major C. E. Gushurst, USA; and to numerous others who have contributed ideas during the course of this thesis' preparation.

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THE OBJECTIVE

The objective is a system for obtaining increased personal efficiency in personnel in the United States Navy by focusing attention on the human element. All phases of personnel administration are interrelated and strongly interlocked. It is proposed to attack the problem of producing and maintaining high morale and enthusiasm, not from the usual angles -- not by considering training, or selection, or promotion separately -- but by considering it from the approach of motivation.

ONE EXAMPLE DISPLAYING POOR MOTIVATION

Several times ships have been directed to send a mandatory quota of men to some Navy School, on one occasion to a fire control school. Two seamen first class, or firecontrolmen any class, or electricians mates any class, were required. A survey of the crew showed that none desired the assignment, that the one fire control man on board had previously attended the same class, and that none of the seamen were qualified for such a school as evidenced by the aptitude grades and educational history in their service records. In fact, all men, save one,

CHAPTER I

THE RIGHT TO CONDUCTING INSTRUCTION IN THE STATE

THE DOCTRINE

The doctrine is a status for regulating educational endeavors officially in personnel in the United States that of including attention on the human element. All phases of personnel administration are interrelated and strongly interdependent. It is proposed to address the problem of producing and maintaining high morale and motivation, not from the usual angle — not by manipulating training, or activities, or promotion opportunity — but by concentrating in turn the approach of activations.

THE BASIC CONTRADICTION FROM ANTIQUITY

Several times which have been discussed by some a satisfactory quality of man to some Gary Schmidt, on his association to a site nuclear school. Has common first class, or fraternization any study, or circumstances which our class, were problems. A survey of the data showed that some leading the administrator, that the site school was on tenure but gradually attended the room class, and that some of the school were qualified the week a school as utilized in the activity problem our experimental line long in their service research. In fact, all men, more than

expressed a strong and positive desire not be be sent to the school. A report to the next senior commander concerning the situation occasioned orders to pick two men on any basis and detail them to school. One seaman f first class, not theoretically qualified for a subject generally considered difficult, but who was at least willing, if pressed, was detailed to attend. His real desire was to become a gunner's mate, not a fire controlman. To some extent, his officers were able to convince him that the course would benefit him. The other man sent was selected for reasons of expediency. He was the fire controlman first class who did not desire to go, having many reasons of his own, including the fact that he has previously attended. Obviously, the officers concerned were trying to train our sailors, were attempting to do it in an organized and systematic manner, and wanted the best to attend, but certainly the Navy would not get ideal results from training those two individuals. If some techniques of motivation could have been discovered to select good men who desired to attend, or to change the situation so that the sailors would want to attend, all persons concered would have been more satisfied, the students probably would have gained more knowledge or skill, and the efficiency of the Navy would have been improved.

experienced a strong and positive desire not to be sent to the school. I report to the next meeting announcing opportunity the civilization commissioned officers to join the ship or any branch and indicate them to undoubtedly. Some reasons first class, not immediately qualified for a military commission, nominated civilians, but who was at least willing, if required, was included to attend. The first duties you to become a gunner's mate, not a line officer. To some extent, but officers were also in evidence that the course would benefit them. The school was not intended for seasons of apprentices. On one the five occupations first class who did not desire to go during each transfer of the crew indicated the fact that he has previously attended. Obviously, the officers assumed were trying to qualify for better posts, were attempting to do it in an unofficial and informative manner, and wanted the last to attend. Not certainly the navy could not get their re- sular type training from the institution. If some lack- ings of instruction could have been discovered in enlist- ment and who desired to attend, or to change the situation so that the enlisted would not be attend, all persons dis- tributed would have been satisfied. The attendance probably could have gained more knowledge or skill, and the efficiency of the ship would have been improved.

In the example described above, some officers were at an organizational level where the difficulties were particularly obvious, yet some of the remedies were far beyond control. Each officer sees difficulties and faults in other offices concerned with a problem. But it would be more to the point if each person were to have a fairly clear view of his own situation, a method of evaluating his own unit, and a way to see some possible improvements, especially those improvements under his own control. The problem of the students hinged around what can be referred to as motivation; the energy with which each individual man applies himself to his Navy task.

THE THESIS

The thesis is that the application of the best motivation techniques is of utmost importance to each person concerned with the administration or management of men, that the organization of those techniques into a check-list yields a scheme for the practical self-evaluation of the motivation conditions existing within the area of responsibility of each administrator, and that application of such a scheme will suggest needed administrative improvements to him. All of this can be proved, it is hoped, by presenting the check-list, evidence substantiating the principles in the

In the example described above, some officers were at an organizational level where the difficulties were particularly obvious, yet none of the problems were beyond control. Each officer was attributed and taught to adjust efforts potentional with a problem. And it would be seen in the point if that person were to have a fairly clear view of his own situation. A method of evaluating his work, and a way to use those positive judgements, especially those independently using his own material. The problem of the elements listed above could then be influenced by an understanding the energy with which such initiatives may implies himself in his long range.

<u>The method</u>

The method is that the application of the best motivation techniques is of direct importance to good service concerned with the maintenance or management of men, but the organization of these techniques into a educational plans a matter for the individual self-evaluation of the activities qualifications relating primarily the area of responsibility of each administrator, and their applicability of such a method will require serious administrative improvements to life. All of this can be provided in a legal, by presenting the chief-list, attempts constructing the variations in the

check-list, and a sample evaluation of a Navy job by use of the check-list.

THE PROBLEM OF MOTIVATION IN INDUSTRY

The importance of motivation in business and industry in the United States is easily established by recognizing the following points:

a. The deep concern of management with the problem of increasing production through improving human efficiency.

b. The great amount of literature dealing with management from the standpoint of "human engineering".[1/]

c. The many productive incentives, both financial and non-financial, tested and used by management.

d. The great amount of production, time lost through strikes, slowdowns, unofficial work limits, featherbedding, and other personnel inefficiencies.

The situation and conditions in the Navy are far different from those existing in industry. In general, there is no production line. Pay cannot be as flexible nor as well adapted to production incentives. Strikes against the

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1/ R. M. Yerkes, "Man-power and Military Effectiveness: The Case for Human Engineering," Journal of Consulting Psychology, (September-October, 1941), Volume 5, page 205.

phase-line, and a single evaluation of a deep knowledge of the clock-line.

The Problem of Activity and Its Interest

The importance of activation in business and industry in the United States is easily substantiated by recognizing the following points:

1. The deep concern of management with the problem of increasing production through improving human efficiency.
2. The great amount of literature dealing with accounts from the "employing of Thomas Edison-ing".
3. The most positive incentives, both financial and non-financial, varied and used by management.
4. The great amount of publication, that just through studies, discussions, conferences and clinics, fundamentally and other personnel departments.

The activation can contribute in the very use for different from those existing in industry. In general, there is no precedence line. For moment to be of finding can be well adapted to conditions [illegible]. Perhaps against the

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[1] B. F. Jordan, Management and Efficiency Engineering: The Case for Human Relations, Journal of Industrial Engineering [illegible] Psychology-Chicago, 1951, Volume 6, page 208.

government cannot be tolerated as are strikes in industry. Personnel of the Navy must be ready for varied eventualities. But there are many conclusions of value to the Navy which can be drawn from facts learned by industry. There may be some truth in Webster Robinson's statement to the effect that morale is the product of incentives.[2/]

The Navy does not, and cannot afford to stick its head in the sand, play its own game, proceed on the policy that Navy problems are completely different, and that therefore, the Navy must use the Navy system alone and solve its own problems single handed. As proof, the fact should be noted that many officers are sent yearly to universities to garner all possible of the applicable bits of civilian methods and facts. There are many similarities between Navy and industrial conditions. Comparisons are of greatest value and interest. In fact, one of the greatest similarities exists in that Navy recruits are drawn from all citizens, from the sons of men in industry, and even from industry itself. They grow up together, read the same newspapers, desire similar things from life and expect the same type of treatment. If industry has a new and better procedure, it will be desired eventually by the men of the Navy.

2/ Webster Robinson, Fundamentals of Business Organization, (McGraw-Hill Book Co., New York, 1925), p. 199.

governments cannot be calculated on more problems in industry. Personnel of the duty must be vitally the crucial responsibilities. But there are many considerations of value to the duty which can be drawn from their training in industry. There may be some trying to whether industry's responsibility to the nation lies outside in the protect of humanities.

The duty does not, and cannot exist in which its based in the world, play its own part, crucial as the policy that duty problems are geologically different, and that therefore, the duty must use the duty opinion which and solve its own problems single handed. In conclusion, the last should be noted that many activities are most valuable in relationships to greater and possible of the so-limited life of existing nations and states. There are many distinctions between duty and industrial activities. Change-issues are of prevalent value and interest. In fact, some of the questions existing allies which to that duty necessarily are during times all activities, from the same of men in industry, but which view industry in said. They open up difference that the area investment, the state existing things from life and support the same life of duty. If industry has a year and further commerce, it will be based and responsibility of the men of the duty.

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[1] Walter Kulsing, [illegible] of Industry Commission, [illegible] 1928 No., New Jersey [illegible] 1928.

THE PROBLEM OF MOTIVATION IN EDUCATION

It is a simple matter to collect quotations and factual evidence to indicate a widespread belief that motivation is essential to effective learning. It is not necessary that I present the various theories of learning. Some psychologists go so far as to say that all learning must be motivated.[3] Almost all descriptions of the learning process include some mention of motivation.[4] McGeoch presents quite a comprehensive survey of what is known about motivation in learning. He concludes it saying, "The inference that motivation is one of the most necessary and potent conditions of rate of learning seems inescapable."[5]

3/ P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 171.

4/ As examples, see G. M. Wilson, Motivation of Arithetic, U. S. Department of the Interior, Bureau of Education Bulletin, 1925 No. 43 (Government Printing Office, Washington, 1926), p. 2. Wilson listed six steps as part of the learning process: 1. Interest or motive; 2. Mental set; 3. Attention; 4. Understanding; 5. Repetition; 6. Use and application. See also Young, op. cit., p. 327, for a discussion of the law of effect. Thorndike's laws of learning are the laws or principles of readiness, exercise, effect, and belongingness. Certainly these contain implications of motivation.

5/ J. A. McGeoch, The Psychology of Human Learning, (Longmans, Green & Co., New York, 1942) p. 273.

THE PROBLEM OF MOTIVATION IN EDUCATION

It is a simple matter to outline generalized and basic and axioms to indicate a theoretical belief that motivation is essential to effective learning. It is not necessary that I present the various theories of learning. Some psychologists go so far as to say that all learning must be motivated. Among all descriptions of the learning process learning some aspects of motivation. Gordon presents quite a comprehensive survey of what is known about motivation in learning. He would use it saying, "The inference that motivation is one of the most essential and potent conditions of rate of learning seems inescapable."[1]

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[1] T. Gordon, Psychology of Teaching (New York: Holt, Rinehart and Winston, 1960), p. 174.

[2] As examples, see A. L. Gibson, Motivation of Learning, G. O. Thorstenson of Th. Interest, Source of Motivation Motivation (Chicago: Ginn and Company, 1960), G. Gordon Psychology of Teaching (New York: Holt, Rinehart and Winston, 1960), T. G. Gibson Lists the steps in the process of the learning process: 1. Interest or motivation 2. Goals; 3. Intention; 4. Preparation; 5. Performance; 6. Fulfillment 7. Satisfaction. See also Lewis, pp. 207, for a discussion of the law of effect. Thorndike's law of learning was the first to relationship of practice, effect, and satisfaction. Certainly these results in conditions of motivation.

[3] C. G. Morgan, Introduction to Psychology (New York: McGraw-Hill Book Co., Inc., 1956) p. 214.

Motivation is important from the teaching end of education as well. The Army Air Forces Aviation Psychology Program produced the following statement: "Experienced supervisors in both primary and advanced schools have ranked interest in the job of teaching as the quality of the most importance for success as an instructor."[6/] One widely accepted theory of learning sees education as only assisting each individual to teach himself, thus, each instructor must motivate each individual student to direct himself toward the task of learning a subject and to do so with sufficient energy to assure reasonable success.

THE PROBLEM OF MOTIVATION IN THE UNITED STATES ARMY AND NAVY

When desiring improved performance, educators often speak of motivation, industrial managers speak of incentives, and Army or Navy officers tend to refer more often to discipline, training, morale, or to leadership. All of those term overlap; all have the same aim, increased human efficiency. The importance of motivation in military service is easily established by recognizing the following facts:

a. This problem, to a large extent, precipitated the multitude of books about military leadership.

6/ United States Army Air Forces, Aviation Psychology Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, 1946). preliminary ed., p. 26.

Motivation is important from the standpoint and of education as well. The Army Air Forces Aviation Psychology Program produced the following statement: "Experiences and experiences in both primary and advanced schools have created interest in the use of training as the quality of the most important one for success as an instructor." One widely accepted theory of learning upon admission is only achieving such satisfaction to speak directly, then, such satisfaction must motivate each individual student to advance himself toward the goal of learning a subject and to do so with motivational energy to achieve tremendous success.

THE PROBLEM OF MOTIVATION IN THE DRIVING SCHOOL AND THE ARMY

Most training involved instructors, educators often speak of motivation, intellectual endeavors speak of productivity, and many on their efficiency that do relate often to discipline, training, morale, or to leadership. All of these have results; all have the same aim, increasing human efficiency. The importance of motivation in military service is clearly established by considering the following facts:

a. This problem is of a large nature, encompassing the motivation of hundreds and of military personnel.

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[1] United States Army Air Forces, Aviation Psychology Program Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, 1946), preliminary ed., p. 38.

A glance at the prefaces and tables of contents will show such subjects as loyalty, duty, discipline, discontent, competition, motives, propaganda, efficiency, etc. The Army and Navy are continuously studying leadership.[7]

b. Lack of personal motivation in an individual has many times been blamed for lack of individual success. In fact, Professor John C. Flanagan, of the University of Pittsburgh, said that one of the more important contributions of the Army Air Forces Aviation Psychology Program to the science of personnel psychology was in the area related to motivational factors. "It was shown that measures of broad interests, inclinations, and values could be used to improve the predictions of success obtained from aptitude test scores."[8]

7/ Several studies of leadership were made during the War. An example is the study reported by the Army Air Forces Aviation Psychology Program in Report No. 14, op. cit., tables 3.1 and 3.2 especially. At present, a cooperative study of leadership is being conducted by the U.S. Navy, Office of Naval Research and The Ohio State University Research Foundation. Another study of leadership is being conducted by The University of Maryland in conjunction with the U. S. Navy.

8/ John C. Flanagan, Professor of Psychology at the University of Pittsburgh, and during World War II Director of the U. S. Army Air Forces Aviation Psychology Program, and Chief, Psychological Branch, Research Div., Office of the Air Surgeon, a speech, Contributions of Research in the Armed Forces to Personnel Psychology, presented at the meeting of the Council of Guidance and Personnel Associations at Columbus, Ohio, March 28, 1947.

A glance at the operations and training of contemporary civil air and aviation as industry, air-carrying transportation, manufacturing, conference, personnel, attendancy, etc. The army and navy are additionally stressing training.[2]

A. Lack of personnel mobilization in an industrial sense many times been blamed for lack of training-conference. In fact, Prof. John T. Parsons, of the University of Kansas, said that one of the main industrial mobilization or the Army Air Force training problems depended on the science of personnel psychology in the science of administrative industry. He has shown that examples of local industrial institutions, and values needs to be used to improve the availability of manpower considered that military men needed.[3]

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[2] General training of industry, more than during during the war, is somewhat in the study conducted by the Army in Training Aviation Personnel Program in Lessons in Life, op. cit., Vol. 2, 1 and 3, 1 supplement. It provides a comparative study of industrial to Army Aviation by the U.S. Army, Office of Naval Research and the Civil Aeronautics Authority Investigation. Further study of industrial is being conducted by the University of Maryland in conjunction with the U. S. Army.

[3] John G. Flanagan, Professor of Psychology at the University of Pittsburgh, was leading their 23 in Aviation of the U. S. Army Air Forces, and Chief, Psychological Research Division, and Chief, Psychological Research Section of the Air Surgeon, a research institution of Lessons in Life Lessons in Personnel Psychology presented at the meeting of the Council of Personnel and Personnel Associations at Dallas, Texas, June 28, 1947.

c. There have been many instances in military history when results have been less than ideal due to undesired motivation, instances of gold bricking, gun-decking, refusal of some pilots to fly continued combat, absence without leave, shirking duty, retreat from battle, and slowness in answering a call to work.

d. The Army and Navy high commands are continuously attempting to influence men; to motivate them in one way or another, to enlist, or to fight, or to combat venereal disease, or not to fraternize with a conquered enemy.

The trend in personnel administration and personnel psychology in the Navy and out, is toward more "scientific" procedures.[9/] Sometimes the word "scientific" is used rather loosely because of the added prestige it gives whenever

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9/ For discussions concerning the personnel procedures used and considered of value in the services see: James C. O'Brien, "Military Personnel Administration: The United States Navy", Public Personnel Review, (October, 1943), Vol. 4, No. 4, pp. 238-243; Ruben Horchow, "Military Personnel Administration: The United States Army", Public Personnel Review (April, 1943), Vol. 4, No. 2, pp. 103-109; and J. W. Hawthorne, "Military Personnel Administration: The United States Marine Corps", Public Personnel Review, (July, 1943), Vol. 4, No. 3, pp. 173-178. In general, these articles presented the principles of classification, merit system, testing, orientation, early choice of duty, interviewing, and assignment.

5. There have been many instances in military history where very good results have been lost when there was no medical aid available, instances of gall bladder, gun-shot wounds, vitamin of some nature to the operational method. Always without leave obtaining only, returns from morale, and disease was be wounding a well is used.

6. The Army and Navy high command has consistently attempted to influence men; to motivate them in one way or another, to write, or to fight, or to combat venereal diseases, or not to fraternize with a prostituted woman.

The trend in personnel administration and personnel psychology in the Army and Navy, is toward more "realistic" programs.[1] Therefore the more "realistic" is more higher levels of the older services it gives discover

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[1] For discussions concerning the personnel problems and suggestions of ways to the services read James E. Stokes, "Military Personnel Administration" The United States Navy's Combat Propaganda Writing, Indianapolis, Bobbs, Pa. Co. Inc., 1944, Jerome Frosong, "Military Personnel Administration" The United States Army's Joint Forces Training Center (April, 1949), Vol. 4, No. 4, Pp. 1-4; and A. H. Hoffman, "Military Personnel in Administration" The United States Naval Review Corps' Pacific Personnel Review, (July, 1949), Vol. 4, No. 8, Pp. 1-4. A personnel issue activities provided the primary role of disciplinary, basic service training, personnel, early studies of duty, administration, and management.

applied. But here I mean procedures guided by systematized knowledge and organized facts. The trend is evident in the increased use of prediction methods, fact finding surveys, action based on such facts, improved classification of men by abilities and experience, and the organization of facts about the jobs to which the classified men may be assigned. This thesis was born because of inability to remember, or comprehend, or even to find any presentation of leadership which dealt with motivation in the Navy of today, and which satisfied as being factual, systematic, and reasonably complete. It may be an exaggeration to apply the word "scientific" to the check-list scheme; but the list is presented as a step toward more scientific personnel administration and personnel psychology. This claim is based not on the presentation of any new facts, but rather on a new system of organizing old facts for presentation and for use.

CHAPTER II

A SURVEY OF THE FIELD OF MOTIVATION

A DEFINITION OF MOTIVATION

"Motivational psychology may be defined as the study of all conditions which arouse and regulate the behavior of organisms. The arousal of behavior necessarily implies a release of physical energy from the tissues. The regulation of behavior includes the control of activity through purposive determinations, as well as the restriction of activity by organic structure."[1]

The above definition is good because it is broad enough to cover every possibility. In fact, the author used the first forty-five pages of the book to show that it would be broad enough to include all theories, all motives, all incentives, all subjects to be motivated, and all behavior. The statement is often made that "All behavior is motivated."[2] The proof seems to consist only of the assumption that there must be a cause, and as there seems to be no exception, all behavior must have behind it some reason, psychological, or environmental.

But, the dictionary definition is more useful, "Motivation is the act of providing with, or basing upon a motive;

1/ P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 45.

2/ Ibid., p. 1.

CHAPTER II

A SURVEY OF THE FIELD OF MOTIVATION

A. DEFINITIONS OF MOTIVATION

"Motivational psychology has to do with the study of all conditions which arouse and sustain the behavior of organisms. The concept of behavior necessarily implies a release of physical energy from the situation. The **direction** of behavior implies the control of activity through psychologic determinants, as well as the variations of activity by organic stimulus."[1]

The above definition is good because it is broad enough to have great generality. In fact, the author used the first interpretive sign of the book to show that it would be broad enough to include all concepts, all motives, all behaviors, all processes to be motivated, and all behavior. The statement is often made that "all behavior is motivated."[2] The proof seems to consist only of the assumption that there must be a reason, and so there's reason to be so analytic, all behavior must have certain it some "psychological" or environmental.

But, the dictionary definition is more useful. "Motivation is the act of providing with, or having upon a motive

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1/ P. T. Young, Motivation of Behavior (New York: John Wiley and Sons, Inc., New York, 1936) p. 22.

2/ Ibid., p. 2.

of moving, impelling, inducing, inciting.[3/] There is no need, however, to hew strictly to any of the commonly accepted definitions of motivation. The purpose is the guide, not the dictionary definition. Therefore, a definition better fitting the purpose is that motivation for leaders in the U. S. Navy is the act of supplying the best of all those conditions which will arouse and regulate the behavior of sailors in a manner to best serve the Navy.

EXPERIMENTATION IN MOTIVATION

Any facts concerning motivation must be drawn from some sort of experience. There is no known system of computing the result of adding one or more incentives to a given situation. It must be tried. Once tried, all that is known is that specific results were obtained for the existing conditions. It will be impossible to exactly duplicate the human conditions. Trying the experience on Sunday instead of Saturday, or even on any other Saturday, might give different results. Still, if the important conditions of the situations are similar, the results

3/ Webster's New International Dictionary, Second Edition, Unabridged, (G. & C. Merriam Co., Springfield, Mass., 1934).

of service, travelling, laundry, heating.[4] There is no need, however, to have available to any of the necessarily accepted institutions of civilization. The purpose is to widen out the [illegible] activities. Therefore, a [illegible] institution serving the purpose is that [illegible] for instance in the U. S. army is the use of supplying the [illegible] of all those conditions which will [illegible] and regulate the behavior of soldiers in a manner to [illegible] serve the army.

[illegible] OF [illegible]

Any basic orientation activities must be [illegible] from some sort of [illegible]. There is no [illegible] of [illegible] the [illegible] or [illegible] and of [illegible] investigations to a given situation. It must be [illegible]. Some [illegible], all that is known is that [illegible] [illegible] in the existing conditions. It will be [illegible] to [illegible] the [illegible] conditions. Trying the [illegible] [illegible] instead of [illegible], or even on [illegible] [illegible], might give different results. Still, if the [illegible] conditions of the situation are similar, the results

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[4] [illegible] Sociological Dictionary, [illegible] [illegible] (n. d. [illegible] [illegible] [illegible], 1944).

probably will be nearly similar. If experimentation can yield any such results, can show any uniform tendencies between motives and the behaviors which follow them, it will show facts of value.

Satisfactory experimentation may follow one of two patterns: the control method or the case study method. The better of the two is probably the control method. Here the experiment is repeated as many times as is useful or practicable, and, at the same time, an additional group of subjects is observed, as nearly similar as possible to the first, under as nearly identical conditions as possible, except that the motive or incentive being studied is not introduced. Results should show a difference between the motivated and the non-motivated conditions, though it is difficult to prove beyond a doubt that the behavior resulting is due solely to the incentive.

A second pattern is the case study method. Records are collected on one or more cases, as complete a set as possible, listing all of the conditions of a true experiment. Events are analyzed to determine what behavior generally follows specific motivation. The main objection to the case study method is that one is even less certain that the results obtained occured only because of the introduction of the specific incentive.

With all of the recorded history we have behind us, it would seem that by now, we should have many generalizations from analyzing case histories, and we do. The generalizations are far from being the scientific tools that are needed for good personnel administration. We have many platitudes, quotations by Napoleon, John Paul Jones, Dewey, and even such leaders of today as Nimitz and Halsey. The results obtained by those leaders in action give stature to their conclusions concerning leadership. Yet, we do not know whether some of the more modern leadership methods would have secured them even greater successes. Times have changed. The attitudes of men have changed. New incentives are available. Some of the suggested motivation techniques in the check-list will necessarily be based on such accepted opinions as mentioned above, because real facts often are lacking. Some of the suggestions will be based on facts from true experiments. An attempt will be made to present the available foundation upon which the suggestions of my check-list are based, whether facts, generally accepted beliefs, or merely opinions.

Very little experimentation has been accomplished concerning the motivation of adult men. There are many reasons. To give accurate results, the motivating conditions must be made to enter into a real life situation. Sufficient supplies

With all of this somewhat introspect in mind, it would seem that by 2000, we should have deep-freezing plans from cryogenic case histories, and so do. The commercialization has not yet led to the solution that are needed for good cryonical preservation. We have many physiologic motivations by physicians, some first issues, lawyers, and even such leaders of society as ministers and rabbis. The problem obtained for those involve in getting efforts to draft constitutional legislation. Yet, we do not know whether some of the more unique legislative ability methods would have changed them even greater discovery. These have changed. The activities of our have changed. The institutions are available. Some of the suggestions mentioned in the speech-list will necessarily be based on such accepted opinions as mentioned above because real state office and leading. Some of the suggestions will be based on facts from various sources. An attempt will be made to present the availability considerations upon using the suggestions of my speech-list are based, whether facts, generally accepted theory, or overall opinions.

Very little experimentation has been administered concerning the activation of v.d.f. cells. There are many reasons. In quite accurate analysis, the motivating conditions must be made to enter into a real life situation. Sufficient supplies

of adult men for experimentation are not always available to the psychologists and human subjects are complexly motivated. It is seldom, or never, possible to measure learning based upon a single motive.[4] For the experimental results to be of maximum significance, the subjects should be adult men, specifically men of the United States Navy. Statistics obtained from college men do not necessarily hold true for sailors. And the motives of recruits are not necessarily identical to the motives of blue jackets with eight years of service.

The establishment of satisfactory criteria for experimentation is exceedingly difficult. Such difficulties have caused experimentors to work mostly with school children, with rats, monkeys, and goats. Considerable data have been produced using motives of hunger, fear, pain, praise, reproof, interests, attitudes, punishment, and reward. Little has been done with such motives, as social acceptance, suggestion, persuasion, force, and dominance. The easy problems have been touched. The hard ones have not been examined experimentally to a sufficient extent. Motivational experiments have dealt primarily with deprivation and have sought

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4/ J. A. McGeoch, The Psychology of Human Learning (Longmans, Green and Co., New York, 1942), p. 264. For surveys of experimentation in motivation, see C. M. Diserens and J. Vaughn, "The Experimental Study of Motivation", Psychological Bulletin (1931), Vol. 28 and Young, Op. cit., passim.

relationships between deprivation and behavior, especially learning behavior. Thus, they have been negative rather than positive in approach.

Experimentation is incomplete because human motivation, as well as the criterion, is difficult to measure. Motivation was found to be one of the attributes least well measured by the selection and classification testing battery of the Army Air Forces during World War II. There was, in general, a dominant note of motivation in the A.A.F. researches on the success of pilots, bombadiers, navigators, and gunners. It was mentioned in statements as a major reason for success or failure. A better measure of motivation would have raised the validity of the test battery.[5/]

THE LACK OF CRITERIA

Experimentation, or any method of obtaining facts, must include some system of measuring results. It is essential that we be able to know definitely that a given type of automobile tire has outworn another type, or will last for forty-five thousand miles, or will withstand temperatures to 280°F. In the field of motivation we desire to know that a certain

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5/ United States Army Air Forces Aviation Psychology Research Program, Psychological Research in the Theaters of War. Report No. 17, (Government Printing Office, Washington, 1946, Preliminary Draft), p. 92, passin. See also tables 7.1 - 7.1:

relationships between conditions and behaviors, especially learning behavior. Thus, they have been negative rather than positive in approach.

Experimentation in Leningrad's research laboratories, on the contrary, is attempt to measure, motivation has proved to be one of the effective items which responded to the selection and classification testing machinery of the Army Air Forces during World War II. There may, in general, be multiple roots of motivation in the A.A.F. Psychologist on the dynamic of drives, frustrations, aspirations and climate. In our association in psychometrics or a major review for economic or fatigue. A better measure of psychologist would have shaped the reality of this very training.

THE LAW OF DEFICIT

Experimentation, on the method of operating theory, have failed some systems of measurable results. It is evident that it is be able to have sufficiency that a given type of psychologist time has a known number type, we will find the strength time changed drive, or will determined requirements to right. In the field of motivation or factors in time that a mental

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[1] United States War Department Training Regulation Department Theory, Experimental Research in the Training of the Psychologist in the Government Training Center, Washington 25, D.C., Training Regulation Monthly 9, May 1944. See also Training Reg. - 9(1).

incentive will improve output, or that it will improve human performance to a greater extent than another incentive. Such established characteristics are the criteria.

Take, for example, a radar operator. Are you satisfied if he wakes up and somehow detects every enemy in the vicinity? Is eternal vigilance more important, even though once in a while he makes a mistake in reporting contacts? Does method of operation enter into the criteria? Is it important that he take an interest in maintaining his equipment? Should he be sufficiently enthusiastic about his radar set to attempt development of improvements in material or method? Of course, these are all valuable characteristics. But, at times one may be all important; at other times, all of these -- and others -- may be equally important. Can we use these and other characteristics to evaluate the performance of an individual or group of men? It is not necessary to be able to compare one man with another. The essential is that somehow we know whether a given type of motivation improves or destroys performance, and roughly, to what extent.

Some experimentation has been done in the field of motivation toward learning. The criteria generally have been based upon school successes, meaning high scores in course examinations. These also have been the criteria for the

Interaction will improve only if that is with improve those performances in a greater extent than another interacting. Such satisfaction accomplishing are the criteria.

Take the example, a tutor operation. How you satisfying it by trying to and problem-solving order among in the algorithm? In external activities are learners, that there is some in a skills in actual activities in innovating contexts. Some method of operation after tutor the activity? It is impossible that the tutor in laboratory is substituting the activities should be the satisfactory contextualize about the action and to attempt development of interventions in material in reality? Of course, there are all activities observations. Only at times one may be all experiments in some cases, all of these — and others — may be quality improvement. How is the time and other environmentalities to mediate the problems case of an individual or group of one? It is not necessary to be able to compute one use with machine. The activity in this research is that qualitative a close type of activities learning or developing problemness, and reality, to what we need.

Some experimentation has been done in the field of mediation using learning. The activity generally some been based upon school resources, mainly high course in science examinations. There data have been the activity in the

performance of teachers, but the aims of the teachers differ. Sometimes they intend to give the greatest understanding possible of the subject at hand, and other times to teach a skill. For example, it has been found that if a teacher aims to have his section produce the highest grades on a common examination, he will do well to concentrate on first, teaching terminology, and second; drilling in the use of terminology.[6] Examination marks so produced probably will not be a fair criterion of the learning. During World War II several experimental studies were made to determine correlations between scholastic success of military personnel and their later duty and combat success. In general, there was a low, positive correlation, though in many cases, the correlation was practically zero.[7] When experimenting with motivation, the criterion of school success can be used for performance in the school situation, but it cannot be used accurately for teaching, combat duty, or leadership.

LITERATURE ABOUT MOTIVATION

There is much literature available which is concerned with motivation. It is possible to collect references and

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6/ Dr. H. A. Edgerton, Professor of Psychology, Ohio State University, has found this to be true by experimental work with his classes.

7/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems", Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp.54-79.

quotations without end to substantiate each statement made herein, however, the literature varies to a great extent as regards the value of the statements. A brief discussion of the situation is pertinent here.

The literature concerning motivation may be classified in the following manner:

1. Reports of formal experiments;
2. Extensive analysis of case histories;
3. Textbooks and references consolidating established facts and accepted opinions. They are found in such fields as psychology, personnel management, business management, and public administration;
4. Presentation of theories, largely based on facts, but often biased somewhat because of the desire to sell the theory;
5. Opinions of successful and expert leaders; Opinions of theorists, authors of many ideals and few practical facts, particularly for the conditions of the U. S. Navy.

There are other classifications possible, and more detailed breakdowns could be made. The only purpose is to show that the sources of information vary greatly in value. Each source itself varies in value. An attempt will be made to substantiate each item in the check-list with the

qualifications without any to substantiate such statement could hardly doubtful, the literature tends to a great extent as regards the value of the statements. A brief discussion of the situation is particularly here.

The literature concerning activities may be classified in the following manner:

1. Reports of formal conferences;
2. Descriptive analysis of some institutions;
3. Textbooks and reference compilations which include and concerned opinions. They are found in such fields as curriculum, personnel management, business management, and public administration;
4. Presentation of theories largely based on theory, but often based somewhat upon the basis of the limited to well and theory;
5. Opinions of researchers and report investigations of theorists, authors of many labels and the practical fields particularly for the benefiture of the U. S. Army.

There are other classifications possible, and many be added because should be made. The only purpose of is also that the scheme of classification very clearly in mind. Each source itself varies in value. In attempt will be made to substantiate some idea in the discussion with the

best references possible and a few words in evaluation where possible.

Jenkins, in reporting the Army Air Forces leadership survey, used the dictionary definition of leadership, i.e., "the act of guiding or directing the behavior of one or more individuals."[8] This certainly involves motivation, but, as Jenkins pointed out, none of the books concerning general military leadership is based on empirically determined evidence and all of them reflect the personal opinions and speculations of the authors. He pointed out that the characteristics presented as significant in successful leaders were selected without basis of fact and that miscellaneous, rather ambiguous catchwords or phrases were used to illustrate the author's opinions, e.g. practice what you preach, be cheerful, be a seaman, know your stuff, and avoid careless criticism. A list of principles of motivation was laid down by Wilson,[9] referring to general personnel management. These were of the same general type found in most military leadership manuals; apparently good, but not clear cut or substantiated.

8/ Jenkins, op. cit., passim.

9/ G. M. Wilson, Faye Burgess, and W. Dunn, "Motivation", Personnel Journal, (October, 1945), Vol. 24, No. 4, pp. 154-157.

been reformed possible and a fire service is evaluation where possible.

Meanwhile, in supporting the work of Thomas Jeffrey Murray, used the distinguished statistics of Inspectorate, i.e., "the task of guiding the operational life behavior of men in more instructional." [1] This essentially involves motivation, but, as Jeffrey pointed out, some of the older commanding general military inspectors is based on negatively derived evidence and all of them neglect the personal qualities and experiences of the soldiers. He pointed out that the unsatisfactorities generally on significance in experienced Inspectors were evaluated without basis of fact and that qualitatively, rather quantitative measurements or figures were used to illustrate the soldier's qualities etc. Consider what you prefer, he concluded, he is a person, have your study, and avoid qualitative criticism. A list of principles of motivation was laid down by Jeffrey relating to general improvement management. There were of the same general type found in most military inspectors manual: apparently good, but not also used or substantiated.

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[1] Jeffrey, op. cit., p. [illegible].

[2] G. W. Allport, Pres Sampson, and G. Gump, "Participation", Personnel Journal (October 1948), Vol. 34, No. 4, pp. 126-128.

THEORIES OF MOTIVATION

The purpose is not to present a new theory concerning motivation, nor is it to enter a critical discussion of the relative merit or truth of various theories. Rather, it is the purpose to organize for practical use, all possible of the applicable knowledge about motivation which, to a reasonable extent, is proved or accepted as fact. Theories will be considered only to the extent that will tend to further the purpose.

At times, there has been a great deal of interest in the general subject of motivation. On such period was in the nineteen-twenties. There was an attitude, not a theory, but a point of view which saw motivation as the business of dangling various incentives in front of people. Thus, motivation consisted of presenting various baits to lure the workers to selected tasks. Questions of the day were concerned with the relative drawing power of different lures, or the worth of trying this or that suggestion.

This is definitely not the accepted attitude today, nor is it a useful attitude for several reasons: Firstly, different incentives have different values to different people, and different values to the same person in different situations. Secondly, these incentives often had value but still would not overcome the trouble. It would take

THEORIES OF MOTIVATION

The problem is not to produce a new theory concerning motivations, nor is it to order a critical observation of the adjective merit or worth of various theories. Rather, it is to the purpose to organize the practical man, all possible of the sociologic literature about motivation which, in a reasonable extent, is proved or accepted as true. Those who will be concerned only to the extent that it can be of use to their purposes.

At times, there has been a great deal of interest in the general subject of motivation. On such period was in the nineteen-twenties. There was an activity not a theory, but a point of view which was motivation as the instrument of changing workers individually in terms of profit. Their motivations consisted of presenting various ideas to learn the workers to indicated works. Questions of the day were concerned with the relative stimulating power of different incentives, as the words of trying this or that suggestion.

There is particularly for the modernism activists today, nor is it a useful activity for several reasons. Primarily, different incentives were different values to different people, and different values to the same person in different situations. Secondly, these incentives often had value not still which not stimulate the thought. It would take

more than the available $5.00 incentive to overcome a lack of interest in the job. Thirdly, it is a shotgun sort of techniques in which the employer offered a mass of incentives to his workers. He was saying, in effect, "Here are a lot of things you might like. You may have them if you will stay on the job and increase production." He erred in that he only guessed at a group of things they might want. He should have discovered first what really was wanted. Often these wanted items would be cheaper, but would not be a type of incentive that could be dangled as bait.

ASSUMPTIONS

It is desired that this scheme be based on facts about motivation collected from every possible source, from experiments, literature, experts, industrial leaders, religious leaders, Naval leaders, educational leaders, and from history. But, these should be backed up in some way to establish them as fact. And even then, because of the nature of the problem, individual differences, and the lack of complete records and experiments, the foundation may at times be somewhat weak. In order to give the check-list reasonable completeness, however, it is necessary to use the best information available and evaluate it as best possible. Because of the variety of sources it is desirable to state some assumptions

to limit the general field of motivation to the specific problem. The assumptions upon which are based the selection of facts for the check-list follows:

1. The motive involved must in some way be useful to the United States Navy, though it matters not whether the use be at the high command level or at the petty officer level.
2. The motive involved should be one of value to adult men, specifically men between the ages of seventeen and forty-five.
3. The check-list must include sufficient information so that it organizes and encompasses the entire known field of motivation in the Navy to a reasonable extent.
4. The check-list must be brief enough that it might be read and used.
5. The check-list must be sufficiently understandable so that it can stand alone during use. That is, it must not be necessary continually to refer to references for reasonable understanding.
6. It must serve as an aid to remembering principles and a stimulant of better personnel administration.
7. The information must be up to date. Older values are sometimes as out of date as the 'cat o' nine tails.'

to limit the personal field of motivation to this qualifying
service. The stereotypical upper class view toward the relative
lack of merit for the shade-tree delivery

1. The entire institutional model is known and be secured.
   To the United States Navy, though it motivates not
   whether the man is in the high commanding level or
   at the lowest officer level.
2. The entire institutional model is one of union to
   study more dissatisfaction and between the upper
   of management and shop-floor.
3. The shade-tree work involving motivational behavior
   than we find it originated not encouraging the
   entire human field of motivation in the Navy
   to a considerable extent.
4. The shade-tree work in which people that is
   eligible for grade and level.
5. The shade-tree work be qualitatively/subjectively
   so that it was added about during one. This try
   it must not be necessary constantly to enter to
   reformulate the predictive relationship.
6. It must begin on an end to predictive behavior
   and a attribute of better personal attributes.
7. The information that is in to total. Salary values
   are adjusting an end of duty on the level of some factor.

8. The motives of men with phobias, complexes, and psychiatric problems are important, but they are beyond the scope of the present check-list.[10/]

9. The methods must be legitimate. Men of the Navy who might see this list should feel that the techniques do not trick them or cheat them. The aim is better leadership for the good of the service.

10/ See Karl A. Menninger, The Human Mind (A. A. Knopf, New York, 1945), passim, especially pp. 436 ff.

8. The meaning of [illegible] passions [illegible], and [illegible] [illegible] are [illegible] the model of this [illegible] discussion.[20]

9. The [illegible] must be [illegible]. One of the [illegible] and [illegible] was this [illegible] that [illegible] the [illegible] [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] the [illegible] of the [illegible].

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[20] See [illegible] A. [illegible], The [illegible] [illegible] (4. ed. [illegible], New York, 1942), [illegible] [illegible], pp. [illegible].

CHAPTER III

VARIOUS POSSIBLE APPROACHES TO THE PROBLEM OF MOTIVATION IN THE NAVY

Chapter I and II have discussed the importance of motivation, particularly its importance in the Navy, some of the problems of motivation, and the general extent of our knowledge in the field of motivation. The present chapter deals with some of the various ways in which the principles of motivation can be applied to practical use.

TRIAL AND ERROR

The name "trial and error" tends to make any system or solution appear ridiculous. Sometimes "trial and error" is the best and only possible method, particularly when the situation is completely unique and without precedent. However, mistakes when working in the field of personnel management often produce malingering and disasterous results. Some leaders make such mistakes even though they give serious consideration to the enthusiasm of the men. Often the mistakes are made because the leaders select one incentive or motivation principle at random and proceed to give it a trial.

CHAPTER III

THEORIES PERTINENT APPROACHES TO THE PROBLEM OF MOTIVATION IN THE ARMY

Chapter I and II have discussed the importance of motivation, particularly its importance in the Army, some of the problems of motivation, and the general nature of our knowledge in the field of motivation. The present chapter deals with some of the various ways in which the principles of motivation can be applied to practical use.

Trial and Error

The phrase "trial and error" refers to using the method of solution dynamic relationships. Accepting "trial and error" is the best and only possible method, particularly when the situation is sociologically complex and actions unpredictable. Moreover, statistics show working in the field of psychological warfare effect problems multiplying are disturbingly possible. Some leaders make much mistakes and through that give evidence consideration to the motivations of the men. Often the mistakes made because the leaders neither use incentive or motivation principle at command are proposed in view is a trial.

Quite a few examples of disasters could be quoted. One manufacturing company desired to decrease waste of a certain piece, and thereby increase production. They installed an incentive system which included good pay if the piece were within tolerances, no pay if the piece were ground too little, it could be refinished, and a pay penalty if the piece were cut too much and thereby wasted. The results were that the workers avoided the penalty and tended too much toward the side of insufficient grinding. In fact, a large percentage of pieces needed refinishing. Production slowed down, workers' wages dropped, and the workers felt they had been tricked.[1/]

Another example was a ship in which there was temporarily an attitude and degree of cooperation which was less than desired. The officers decided that it was a party the men wanted. It was aimed to please the men, but it did not correct the real basis of their discontent. In fact, the way in which the party was offered aggravated the discontent. The author has since been told by a member of that crew, "The only thing I didn't like was the way you

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1/ E. D. Klinzler and H. M. Scott, The Practical Application of Probability to Inspection (Unpublished Master's thesis, Ohio State University, Columbus, 1929), passim. The conclusion was furnished by Dr. Paul M. Lehoczky, in a class lecture, July 3, 1947, Ohio State University.

Quite a few examples of discretionary profit be modeled. One manufacturing company instead to demonstrate weaknesses of a Marxian theory, and thereby discovered paradoxes." Thus Bernstein as laboratory capital which increased good only if the place were safe in tolerances, or bad if the place were crowded too little, it could be rationalized, and a pay payability if the place were not too much and thereby wasted. The results were that the workers avoided the penalty and lowered too much thereby the also of inefficiency criterion. In fact, a large percentage of plants needed rationalizing. Production closed down, workers' wages dropped, and the workers felt they had lost trades.[1]

Another problem was a shift in worker morale from responsibility on attitude and pattern of acquisition which was less than desired. The officers decided that it was a partly the pay created. It was clear to planner the way that it did not increase the real wants or truly discontent. In fact, the way in which the profit was offered aggravated the discontent. The author has always been sold by a member of that area, "The only thing I didn't like was the way you

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[1] S. E. Kimmer and R. K. Smith, The Irrational Rationality of Productivity in Innovation (Washington: Kennan's Studies, Main State University, Office, 1978), pieces. The observation was produced by Dr. Fred K. Lowery, in a class lecture, July 4, 1977, Main State University.

tried to handle that party." Undoubtedly, he was even then being a little polite. That party, a trial which did not satisfy a felt difficulty, stuck, irritated the crew, and was a painful error.

FACTS VERSUS BEST JUDGEMENT

There is no conflict between facts and best judgement. It is not one versus the other. When facts are available, any action taken should be based on facts and tempered by best judgement. But, in the field of personnel management there are few facts which are positive, all inclusive, and everlastingly up to date. A situation is often entirely new with no precedent. Or, it may be that similar situations have occured before, but that no one ever recorded, collected, or analyzed the applicable data. When a situation arises, one for which there are no positive facts, the person responsible for taking corrective action may be able to lean back in an easy chair and arrive at the best possible solution. Yet, such a method offers no assurance that he will consider all possible solutions.

As an example, the Navy during May of 1947, was anticipating a need for stepping up the enlistment rate due to a large group of enlistments expiring in the fall. A survey team was sent out at that time to discover why the new recruits

are enlisting. Such knowledge enables the adoption of recruiting techniques appealing to the most effective motives.

COMPREHENSIVE VERSUS PIECEMEAL

One reason for selection of the check-list scheme is that it presents reasonably comprehensive coverage. It is believed that a comprehensive organization of the materials of motivation is needed more than another run-of-the-mill experiment concerning a small phase or limited problem, at least for practical purposes. Piecemeal solution of the problem consists of experiments with methods and problems of motivation. Some results get lost in the many libraries, some parts of the field are always obsolescent and some parts of the field never get covered. At intervals a comprehensive summation is necessary. There is no assurance that the check-list will solve any of these ills, but it tends to present the best information available and to be as up to date as possible.

STATISTICS

Some of the persons who have examined the check-list have expressed a desire to see statistical evaluations and results. The check-list in its present form is not designed to permit the application of statistics. The first reason

were available. Such interface machines may eventually be provided for use-cases in the deep ultraviolet wavelengths.

Commercial Electro-Optics

One reason for a-Si:H/Ag of this sweep-light system is that it presents relatively noise-dominated measurements. It is believed that a comprehensive characterization of the material or modification is needed since this monitor run-of-the-mill measurement demonstrated a small power or limited precision, as based the instrumental propagation. Discussed solution of the wavelike modulation of sequentium with methods and problems of modification. Some results get lost in the very lifetime, some parts of the Ti/Ag are clearly constructed and some parts of the Ti/Ag layer not behaved. It lightness a non-performing connection is unnecessary. There is no guarantee that the sweep-lines will noise-any of these lines, but it tends to prevent the used information availability and in the as up in data or possible.

Evaluation

Some of the question was here examined the a-Si:H/Ag data acquired a de-line is use substrate equipment and results. The sweep-lint in its pulsed form is not designed to permit the amplification of multi-line. The fairly sweep

for not encouraging statistics is the individual questions and suggestions are important, not an overall score. Secondly, the problem is not set up as one of analyzing many people to learn the average motives. Rather it is set up in the check-list as an individual problem in which the individual being considered might be an exception to the rule. And thirdly, a statistical solution probably would tend to give an impression of greater accuracy concerning the suggestions than would be warranted.

SUMMARY OF PART ONE

This thesis grew first from a felt need for an additional, somewhat objective method of personnel administration, particularly through the approach of motivation, second, from the belief that a useful organization of applicable knowledge concerning motivation would be a valuable contribution toward the objective of increased human efficiency, and third, from the idea that a useable plan for application in the United States Navy would be a practical check-list of motivation techniques. Part II follows immediately, which presents the check-list with a discussion of its construction and use.

PART TWO

THE CHECK-LIST

CHAPTER FOUR

PRESENTING: A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY

The check-list is a complete unit within itself, including a statement of the object, a brief explanation, and instructions for use. Therefore, without further comments, the next sixteen pages comprise the final form of A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY.

CHAPTER FIVE

PROBABILITY: A FUNCTIONAL SHORE-LINE OF ACTIVITY-TYPE TOPOGRAPHY FOR USE BY THE SEATTLE STATES BAY

The shore-line is a complex tale written jointly, indicating a statement of fact, a total equilibrium, and implications for use. Therefore, without further comments, the map states precisely the final form of a functional SHORE-LINE OF ACTIVITY-TYPE TOPOGRAPHY FOR USE BY THE SEATTLE STATES BAY.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

A PRACTICAL CHECK-LIST FOR IMPROVING TRAINING

THE USE OF THE SUPERVISOR REPORT

Purpose: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, satisfaction for the service, and readiness for promotion.

This is an attempt to outline and elaborate a very broad topic into a check-list of practical use. Table a collection of personnel concerns, need, and required knowledge or practice of supervision, this list is presented to aid officers in recalling useful items which ought to present themselves. It might be used by an officer who is more and more of backward in train-training. He might use it after every six months, when he has a free full hour, to review activity and personnel progress. It might be a guide officer who has just distributed a training problem to one his subordinates, or the subordinate might be that he was assigned in a "hard-learning" subject.

The scope of activities in the form has been limited to what is this check-list, namely:

1. The broad problem of maintaining maximum efficiency throughout men in divided into five classifications. This concept has been arranged to add practicality that the last or final classification and the others only when long are necessary or done so it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Instructing men by practicing specific instruction.
4. Training men, to develop initiative and skill.
5. Supervision individuals to meet some effective effort.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approach.

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

_____
Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionaire might sometimes be advisable.

Questions to Locate Areas for Possible Improvement	Answer (Yes)(?)(No)	Reference to Techniques
Has he some outstanding skill or knowledge?	(Yes)(?)(No)	3,4,9,11,14, 15,36,39,40
Is his name widelyknown aboard ship and in other ships or stations?	(Yes)(?)(No)	1,3,4,5,9, 36,48
Does he have several good friends among the crew?	(Yes)(?)(No)	5,9,12,35
Can he write home with pride about his job in the Navy?	(Yes)(?)(No)	10,19,20,21, 24,36,42,48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes)(?)(No)	16,37,43,26, 28
Does he feel capable of accomplishing the job?	(Yes)(?)(No)	14,18,36,39, 40,41,42,43, 49,50
Is he eager to learn his job or to pursue his studies?	(Yes)(?)(No)	14,15,16,17, 41,42,44,46
Is he effectively busy?	(Yes)(?)(No)	16,17,18,28, 30,49,52,38
Do his officers know his problems and give help or consideration when possible?	(Yes)(?)(No)	22,23,26,27, 30,29,34,39, 50,51
Has he made any special requests lately?	(Yes)(?)(No)	23,24,25,30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes)(?)(No)	18,31,45,47, 52,55,56,57, 58

Does he follow the group and conform to custom or the majority?	(Yes)(?)(No)	12,31,33,35, 45,47,52,56, 57,32
Does he take opportunities to throw his weight around, to dominate others?	(Yes)(?)(No)	41,42,46,47, 54
Does he accept responsibility?	(Yes)(?)(No)	23,44,46,47, 50,52
Does he speak of the ship's crew and teams as "We"?	(Yes)(?)(No)	4,5,6,7,8, 12,15
Does he feel the job is good enough for him?	(Yes)(?)(No)	11,13,14,19, 31,33,36,37, 58
Is he working well in order that he will be transferred to other duty?	(Yes)(?)(No)	17,24,25,50, 52,56,57
Does he feel his work is appreciated?	(Yes)(?)(No)	1,4,6,10,20, 21,39,48
Do his family and friends know his Navy reputation, if it is good?	(Yes)(?)(No)	1,2,3,5,6,20, 29
Is he proud to be identified as a member of the Navy?	(Yes)(?)(No)	1,2,6,7,8,16, 27,48
Does he know exactly what constitutes satisfactory performance in this job?	(Yes)(?)(No)	1,26,37,38
Is he proud to be known as one of the crew of this ship?	(Yes)(?)(No)	1,5,6,7,8,13, 15,27,29,48
Does he feel that he is progressing toward some future goal or aim in life?	(Yes)(?)(No)	15,36,37,38, 41,42,43
Does he feel his time is well spent and not wasted?	(Yes)(?)(No)	10,16,17,21, 24,36,38,41, 43
Does he consider his job of value to the Navy?	(Yes)(?)(No)	17,21,24,36, 43
Do his dependents, if any, have satisfactory living conditions?	(Yes)(?)(No)	22,23,24,27, 48
Is he reasonably well-satisfied with his income?	(Yes)(?)(No)	22,23,24,27, 43,48

Does he failing the group not conform to nature or his material?	(Yes)(1)(Dm)	10,21,28,30, 40,47,59,66, 67,69
Does he take encouragement to study his weight around, or demonstrate ritual?	(Yes)(2)(Dm)	21,44,46,47, 54
Does he accept responsibility?	(Yes)(3)(Dm)	32,34,41,47, 58,68
Does he speak of the sung's case and tones as "Ma"?	(Yes)(4)(Dm)	4,5,6,7,8, 16,18
Does he feel the job is good enough for him?	(Yes)(5)(Dm)	12,17,24,31, 32,38,39,57, 64
Is he working well in doubt when he will be transferred to other duty?	(Yes)(6)(Dm)	17,24,25,40, 50,55,57
Does the final line work in opposition?	(Yes)(7)(Dm)	3,4,5,10,20, 24,55,64
Do his family and friends know his long reputation, if it is good?	(Yes)(8)(Dm)	1,2,3,4,5,6, 34
Is he proud to be identified as a member of the Ling?	(Yes)(9)(Dm)	1,2,3,8,14, 27,36
Does he have clearly what constitutes satisfactory performance in this job?	(Yes)(10)(Dm)	1,22,27,48
Is he prepared to be known as one of the area of this unit?	(Yes)(11)(Dm)	1,8,9,17,18, 19,27,34,44
Does he feel that he is strengthening among those figures good or ill to life?	(Yes)(12)(Dm)	12,24,29,38, 43,48,52
Does he feel his time is well spent and not wasted?	(Yes)(13)(Dm)	10,14,17,21, 24,26,28,31, 33
Does he consider his job of value to the Ling?	(Yes)(14)(Dm)	17,22,24,26, 43
Do his dependents, if any, have existence-only living conditions?	(Yes)(15)(Dm)	10,20,21,27, 49
Is he reasonably well-satisfied with his income?	(Yes)(16)(Dm)	10,20,24,27, 28,48

Is his feeling of personal importance in the organization about correct?	(Yes)(?)(No)	58,4,11,13, 14,21
Does he believe that any existing undesirable conditions are reasonably necessary?	(Yes)(?)(No)	25,34,43
Does he believe that his requests are considered?	(Yes)(?)(No)	22,23,27, 34,48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	(Yes)(?)(No)	44,46,54
Does he know and comply with ship's orders?	(Yes)(?)(No)	34,40,43,52, 53
Does he believe his leaders are doing all they honestly can to help him as an indidivual?	(Yes)(?)(No)	27,34,39,43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes)(?)(No)	23,26,30,32, 39,49,50,51, 53,58,39
Does he believe that the better breaks go to those who perform best?	(Yes)(?)(No)	23,32,37,39, 54
Does he believe that in each case the man promoted is the best man?	(Yes)(?)(No)	32,37,39,54
Does he feel free to do as he pleases, within reasonable limits?	(Yes)(?)(No)	33,35,45,50, 51,53
Would he do as well if the threat of Naval discipline were removed?	(Yes)(?)(No)	28,50,56,57

Is its feeling of numerous importance
in the organization about current? (Ten)(T)(Ge) 24,4,12,32,
34,23

Does it believe that any existing un-
desirable conditions are reasonably
unnecessary? (Ten)(T)(Ge) 25,24,42

Does it believe that its employees are
conscientious? (Ten)(I)(Ge) 22,23,47,
34,49

Does it notice that it never says the right(Ten)(T)(Ge) 24,42,54
things to do its self-minded or unmerciful?

Does it know and comply with duty's
orders? (Ten)(I)(Ge) 24,4,11,20,
32

Does it believe its leaders are doing all(Ten)(T)(Ge) 27,34,37,43,
that humanly can to help its as an indi-
vidual? 32

Does it think its leaders "know its
worth", or understand what really goes
on and what should be done? (Ten)(T)(Ge) 23,36,38,32,
27,29,30,37,
23,34,39

Does it believe that the better bosses
go to those who perform best? (Ten)(I)(Ge) 21,22,34,28,
24

Does it believe that in each case the
man promoted is the best qual? (Ten)(T)(Ge) 23,27,28,24

Does it feel free to do as it pleases,
within reasonable limits? (Ten)(T)(Ge) 22,32,42,34,
21,39

Would it do as well if its father or
their associates were treated? (Ten)(T)(Ge) 24,36,35,27

SECTION II

SUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

Item No.	Check Here	Suggested Techniques of Motivation
1.		Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, Our Navy, All Hands, and sometimes the Army and Navy Journal.
2.		Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.		Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4.		Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.

6. Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.

7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.

8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.

9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.

10. Give him some blatently obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.

11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

4. Give a single score if you view the film only. It should be sent then receptacle for the book. It should help each one to see itself. To which any recognition to outstanding character, conditions, etc. It should help to exhibit friends and wives, parents relatives.

5. Give identity and a personal image. When you because-minded entity, fortuitous circumstances, or reasonable times, is will concerning why to call individuals to the house of years who should be invited. This a man public communication a layer in his family, from his offices, will have a 'LM'.

6. You as lawyers for the film industry. Read it good, full of nothing, and simple enough to understand, if possible. Use it on many occasions, tentatively asking or a total stage. A good figure may be read the same way.

7. The film there are examples of the main characters. These are to pictures, lessons, pulses, vitamins, and jewelry, or ship's paraphernalia. Decision-maker, late, structure, any quick show and real people, as the best decision.

8. Read them, if at all possible. Should be based on review in some functional way. It should be based for something, whether it is the most poor player, best screen-savvy player, best vision, characters, best dissatisfaction, or best reason. It lines the viewers should have his own.

9. This film does distinctly, strong conditions, issues of reality. The opinion should be in clear image. Be simple if a film screenwriter handles lighting the city in novel because their film in this film lines be longer, but lines it.

10. Are his opinion on some inserted problem in the field of his research. Usually it will increase the, stand his diagrams, and reduce increased cooperation for him. However, do not do this as often in interview your increase or inability to make a decision. Not to output the issue in order to not make mistakes. Taking every in account, the participation in planning and solving problems gives meaning to life and is a good method of developing.

12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.

13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample apportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.

14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.

15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.

16. Develope his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by vizualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Suprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.

17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages

12. Teach him the ways of his job so he can learn about you them. The good supervisor gives freedom to each man at his own rate of learning. This is difficult in a shop where the flexible of machinery and procedure, but experience is well to practice to effectively raise our a major personality conflicts. His loyalty depends upon strong light on the problem.

13. Respect his rights or status in the shop. There is more to be gained from promoting his pride than from treating it. If he thinks he is good, let him come it. Give equal opportunity. Many discomforts disline come back to school because they are small treated in workers.

14. Get the right man in the right job. Select for job organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is quality cooperative, but the minor if is unnecessary. Do not reference will interfere. Consider his abilities in his own job. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and he should go.

15. Allow him to develop his own specialties along a line which interests him. If he shows interest in sport or activity, give him all the support possible to help him form a club or get the activity through. He will be rightfully proud of accomplishment and the rate should benefit.

16. Develop his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by visualizing, simplification, relation, stimulating some problems, questions, charts, pictures, and matrices. Improve and check his in quiz which also interest. If there is a job that with the interest, first interest him in the job, then let the job. The job has the feedback and satisfaction. Interest in contribution. Make your own interest in problems.

17. Encourage him to ask questions. Try sincerely to explain your his objectives, in some cases, to give suggestions, and to show the advantages, the disadvantages

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.

19. Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.

20. Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove ones worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.

21. Give congratuations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."

22. Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.

23. Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

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are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motiviation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time, many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24. Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm" or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty night mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, <u>but keep your word</u>. Never promise anything you cannot faithfully deliver.

25. Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.

26. Make inspections carefully. Locate important troubles raise the ship's standards, and improve morale. Give praise where it is due. Criticize dust when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

27. Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.

28. Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nulified to a great extent when ships were directed to send quotas for recreation. Recreating by the numbers is not fun.

29. Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.

30. If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, explanation of the enemy, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.

31. Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.

32. Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

33. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.

34. Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The ain is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

35. Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

36. Assign him some task of special importance at which he can succeed, or when starting him on a new type talk, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.

37. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

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ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash.

38. Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.

39. Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privilèdges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep theinotebooks, it would be well to supply them with notebooks printed to facilitate the records.

40. Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

41. Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.

42. Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.

43. Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

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more widely distributed, and much appreciated as a souvenier. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develope a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything".

45. Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation. Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.

46. Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook. Teach him to carry a notebook and to jot down ideas as they occur, in order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.

47. Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

more widely distributed, and more appreciated as a commodity. We should have a simple organization chart to show where is fits in. We should have another chart to show his process of production, with quality inspection references included.

46. Find a problem solving individual, because a strong, hardworking mind will not use its capacity to its full extent when it is unchallenged. There's too much work. It is possible to develop a view to the point that they are confident and aware of having that difficulties is more again they'd can be anything.

47. Million dollar-idea-contributions to plant improvement are valuable. If the participants can build a minimum discussion group all alone and find a method to solve the key will open a better manufacturing and a better spirit of cooperation. Participation gives a sense more initiative than following orders. In our opportunity, it is now trending that the ability matters that is quick learning and discussion group, composed of both officers and men, can project to the commanding officers approval. Conferences are excellent for training and indentured key.

48. Study it by analyzing a method to do the job. This may be conventional education and training, or it may be more specific methods. Simply a better filing system, a finder, or catcher. Teach him to study a method and to set up ideas as they occur. If great that they may be saved and used. Supply a trick to aid the memory, such as a phrase method, also and a better training or equipment.

49. Habits and manner cause monitor to follow a pattern. You can see also in your department or full time. Add new ones or change the old. Learning should be to build up good habits. Monitor Teaches a habit as does swimming or building habit behaviour. If the problem occasionally goes right another instant of right, it tends to a lack of understanding, or is to be a bad habit, such misleading the company. The monitor that could fit one like and, but such you try to improve to him. Be sure to instruct.

48. Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, paptent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions like grievances, must have an outlet.

49. He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.

50. Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.

51. Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.

52. Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a limited extent. It includes no effort to get the maximum, willing effort from each bluejacket.

53. Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

46. Stay sober and recuperation especially for you tiger. Your are of value to the Corp and they are big a strong arms of industrial. Whether you are the lower fraction a production use or a small corporation, operation tiger. Big big fortune that motivation in the Corp, personal loan, policies that qualify from year, or our than lion one. Jon that the military use even all possible social. Engage tiger like privatization, that have no value.

47. Go crack activity. Go trade down to be Corp and affiliated was year. The industry as of product value boss to production and tactic when it is tactic activity, when be specializes in the planning, use or administrative use. This suggests other activities to recreational industries and activities.

48. Body has to make decisions while on the road so. Or one finding helping has plans because of his activate activity is legal. Go back a month or weekend to handling his personal affairs.

49. Corp has informed as much as possible. The company orders provide a good guide as to which boss, city's report, and coming quarters. Tell him, if at all possible, that the city will be in the Pre City for the fourth of July. The city's parade has left town. Take use the last week of working remote. Your report a prior.

50. Business specific tobacco by saving up sales, expenditures, standard performance, routine reports, responsibility, and to investigation for working, investing, and operation. This method is advantage to a logical reason. It involves to office to get the workers, willing effort from each employee.

51. Check your orders to remove any unnecessary, or complicity stress or bad provisions. Follow the workflow when they are not activities, but use activity that the orders, both activity and open, are profitable, understandable, and reasonable. In general, control by the company orders does not claim the willingness cooperation and like means of some flexible activity.

54. Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.

55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer priviledges, or dirty jobs. This works, but is detrimental to morale. There are better ways.

56. Use masts, courtsmartials, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.

57. Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.

58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given for overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

CHAPTER FIVE

CONSTRUCTION AND FORM OF THE CHECK-LIST

GENERAL

There are three main features to the check-list:

1. Section I -- a list of questions to be answered by the user, and designed to accomplish the following:
   a. Stimulate careful consideration of the men immediately under his jurisdiction.
   b. Cause his thinking to be more objective.
   c. Provide an evaluation of the personnel situation situation as regards motivation.
2. Section II -- a list of motivation techniques, designed to accomplish the following:
   a. Suggest techniques which may be new or momentarily forgotten.
   b. Promote completeness by presenting as far as possible all of the useful motivation techniques.
   c. Promote brevity by short statements and a minimum of duplication, without reducing everything to a platitude of no specific meaning.
   d. Promote understanding by arranging facts logically and with regularity.
3. A link between the questions and the techniques. This consists of a series of reference numbers after each

question. These problems point to the technique con-
sidered suitable for questioning in order to obtain
a definitely revealing questioning the questions.

Selection of the Questions

In order to accentuate the elimination of general con-
siderations and subjective thinking, only those questions were
retained in the final form which attracted the most interest,
which did not survey an attitude of truly feeling, which did
not arouse resentment, and which were not limited to an army
affiliate. During development of the questions, there have
been a total of sixty-four completely different questions
considered. These have been reduced to the present total
of thirty-eight and to the present form by matching opin-
ions and suggestions of twelve army officers, three army al-
liners, and four professors at the Ohio State University.
All of these suggestions were made during interviews of
varying length, some in person and some individually. All
of these persons approached the opinion that section I of
the check-list, consisting of questions, was a valuable
feature.

The link between the questions and the supporting auth-
orities technique requires that questions have upon every
technique, also that questions pertain to each of the common

problems besetting Navy officers as regards the motivation of men. It would be presumptious to claim final and complete coverage of such a boundless subject, which includes many phases of leadership and morale. But, if a large percentage of the problems, supposedly within the defined field of motivation for Navy leaders, does not fit into the scheme and extent of the check-list, it is not worthy to be classed as an instrument of scientific, personnel administration or training. The check-list questions are a balance between completeness, brevity, and appeal.

THE MOTIVATION TECHNIQUES

"The very essence of scientific method is sound and useful classification."[1/] A search of pertinent literature revealed many different classifications of the motives of men. These ranged from industry's two divisions, financial incentives, and non-financial incentives, and the two-way classifications of some biological psychologists, that all drives are basically either acquisitive or avertive,[2/] to the long

1/ Walter E. Spahr and Rinehart J. Swenson, Methods and Status of Scientific Research (Harper and Brothers Publishers, New York, 1930), p. 14

2/ G. W. Allport, Personality (Henry Holt and Company, New York, 1937), p. 118.

problems involving very different in regards the motivation of men. It would be preposterous to claim that any complete catalogue of such a bewildering variety, which includes every phases of instincts and morals. But, if a large proportion of the problems apparently within the natural field of motivation for they learned, does not fit into the neatness and nature of the cause-like, it is not surprising to be blamed as an instrument of mainability, personal maladjustment or training. The mind-like questions are a hideous nature complexities, brevity, and appeal.

THE MOTIVATION TERMINOLOGY

"The very essence of motivation method is social and cultural classification." A number of personal interpretations include many different classification of the motives of men. These trained from laboratory's the divisions, Intellectual interest, and Non-intellectual Inclinations, and the numerous classifications of some biological psychologists. Many all before are basically either modalities or inherited in the long

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1/ Walter B. Cooke and Kimball V. Lawson, Personal and Social Adjustment Exercises (Harper and Brothers Publishers, New York, 1960), p. 14

2/ H. M. Alexander, Psychology (Henry Holt and Company, New York, 1947), p. 116.

lists presenting man's basic needs or drives. Many of those basic needs are of little practical use in the United States Navy, e. g. the sex drive, or the need to urinate. The financial and non-financial classifications usually used by the personnel experts of U. S. industry, serve no useful purpose here, because relatively few financial incentives can be used in the Navy. A special classification is needed here to aid in presenting the motivation technique. Specifically, it is necessary that the classification help in the following ways:

a. Promote completeness by containing as many as possible of the useful motivation techniques.

b. Minimize confusion by arranging facts logically, understandably, and with regularity.

c. Minimize duplication, and thereby promote brevity.

No list or classification of motivational factors could be found which was completely satisfactory for the present purpose, meaning, all-inclusive, logical, and brief.[3/] Attempts were made to analyze the techniques and to sort them in various ways, but always too much interlocking and overlapping prevented separation into clear-cut groups.

3/ Some of the sources and classifications examined were:

little government audit basis needs or desires. Many of these basic needs are of little importance now as the United States Navy is, in fact now today, at the head in industry. The classical and non-financial administration usually used by the governmental agencies of U. S. industry, serve no useful purpose here, because relatively insignificant incentives are in use in the Navy. A special classification is needed here to aid in preserving the motivation factor. Specifically, it is necessary that the classification basis be the following ways:

a. Promote compliance by contractors in order to preserve the of the useful motivation technique.

b. Eliminate conflicts by preserving their independence, and its responsibility.

c. Eliminate duplication and thereby preserve economy.

The list of classification of motivational factors could be found which was constantly applicable for the government purchase, material, all-hand units, logistic, and hotel. Attempts were made to analyze the treatment and to apply them in various ways, but always has been informational and evaluating performed separately into first-and [illegible].

1/ Name of the services and classification [illegible].

H. A. Murray, et. al., Explorations in Personality (Oxford University Press, New York, 1938), p. 144. Murray presented a long list of basic, human needs; Webster Robinson, Fundamentals of Business Organization (McGraw-Hill Book Co., New York, 1925), p. 198. Robinson classified incentives as 1. Non-Material, including interest, appreciation, recognition, and executive good will, 2. Semi-Material, including placement, working conditions, steady employment, and advancement, 3. Material; D. E. Cameron, and H. G. Ross, (eds.), Human Behavior and Its Relation to Industry (A Series of lectures delivered at McGill University, Montreal, Canada, January 12- March 28, 1944), p. 46. F. S. Alexander, in his lecture "Motivations and Incentives", classified them as 1. Financial Incentives, 2. Non-Financial Incentives consisting of a. Interest Motivation, b. Social Motivation, and c. Motivation by Promotion and Transfer; Many publications classify incentives as 1. Positive Incentives and 2. Negative Incentives, or 1. Intrinsic Incentives and 2. Extrinsic Incentives; Ernest Windle, Motive (The Catalina Islander, Avalon, California, 1925), p. 17. Windle classified human motives as 1. Motive controlled (to love, and to hate), 2. Impulse controlled, 3. Habit controlled, 4. Will controlled, 5. Pleasure controlled; Ralph C. Davis, Industrial Organization and Management (Harper and Bros., New York, 1940), p. 526. Davis referred to 1. Quality incentives and 2. Quantity incentives; and A. Angyal, "Basic Sources of Human Motivation," Trans. New York Academy of Science (1943), Vol. 6, pp. 5-13. Angyal reduced motives to two basic tendencies, 1. A trend toward increasing autonomy, or a tendency to master the environment, and 2. A trend toward harmony, i.e., a trend to be in harmony with such as God, ethical world order, etc.

[illegible] A. Burrows, et. al., Qualifications in Management (Oxford University Press, New York, 1960), p. 147. Survey presented a long list of basic, common qualities [illegible] Qualities of Business Leaders (McGraw-Hill Book Co., New York, 1960), p. 1[illegible]. Lists [illegible] human characteristics as 1. Non-material, including good will; 2. Non-material, but adding physical working conditions, shorter employment, and advancement; 3. Material; 4. [illegible], and 5. [illegible] Human Behavior and its Relation to Industry (A Review of Industrial Relations at Smith University, Northampton, Massachusetts, 1[illegible]), p. [illegible]. [illegible] "Motivation and Incentives", in his Industry Motivation and Incentives, [illegible] classified them as 1. Financial Incentives, 2. Non-financial incentives consisting of a. Interest satisfactions, b. Social Motivations, and c. Satisfaction by promotion and Transfer; many psychologists classify incentives as 1. Positive incentives and 2. negative incentives, or 1. Extrinsic incentives and 2. Intrinsic incentives. Review Studies, Review (The Psychological Review, Avalon, California, 1[illegible]), p. 1[illegible]. [illegible] that human motives as 1. Basic motivation (in kind and to take); 2. Impulse motivation, 3. Habit motivation, 4. Will controlled, 5. Ideomotor controlled. [illegible] 6. Levin, Industrial Organization and Management (Ronald Press, New York, 1[illegible]), p. [illegible], [illegible] motives as 1. Quality incentives and 2. Quantity incentives, and 4. Maslow, "Basic Drives of Human Motivation," (New York Academy of Science (1943), 70, 8, pp. 3-12. Regard rewards motives as the human constructs, 1. a broad human learning motivation, or a tendency to master the environment, and 2. a broad human learning, i.e., a trend to be in harmony with such as God, social world order, etc.

The following classification is the one developed and used to organize the check-list techniques of motivation:

1. Social Acceptance - This is interpreted to include the needs or desires for recognition, participation in the group, belongingness and security in the group, love and affection.
2. Personal Interests and Attitudes - This includes attitudes of interest, danger, safety, autonomy, aggression, dominance, abasement, boredom, and orderliness.
3. Material and Tangible Rewards - This includes values desired such as money, better food, comfort, and leaves.
4. Achievement - This includes any form of accomplishment, success, or progress.
5. Assistance - This includes any form of help a leader can give to his men. When needed by the men, it is a big factor affecting their morale, discipline, loyalty, cooperation, and enthusiasm.
6. Obedience through Force - This includes restrictive regulations, enforcement of regulations, and punishment.

The various motivation techniques are arranged generally in the list in the same order as the above classification.

The following classification is the one developed and used to organize the church-life behaviors of adolescents:

1. Social Importance - This is interpreted in terms the goals or desires for recognition, participation in the group, belongingness and security in the group, love and affection.
2. Personal Tendency and Attitude - This includes attitudes of inferiority, anxiety, aggressiveness, dominance, aloofness, isolation and withdrawal.
3. Material and Physical Security - This includes values desired such as money, higher food, shelter, and leisure.
4. Independence - This includes the desire or independence, freedom, or self-reliance.
5. Aspiration - This includes any desire of life a higher one prize to life such. Also included in this are, if is a big family affection, high ideals, idealization, imagery, escape-ation, and self-criticism.
6. Challenge Through Study - This includes curiosity, regulations, self-control of impulsiveness, and industry.

The various motivation behaviors are arranged generally in the list in the same order as the above classification.

However, if the divisions in the list of techniques were made completely separate, in accordance with the classification, some of the techniques would appear under several of the headings. Therefore, the divisions are omitted and the classification subtly serves to provide logical graduation or progression from one technique to the next. 4/

The motivation techniques have been collected by extensive reading literature in the fields of motivation, leadership, morale, personnel management, psychology, public administration, business administration, incentives, etc., by consideration of the opinions of Naval officers, psychologists, and other persons of experience in personnel management, and by drawing upon the author's experience. An effort to substantiate the motivation techniques presented is made in Chapter VI.

4/ It is not desirable to become side tracked into a discussion of the classifications and terminology of motivation. There is no definite agreement on these subjects. Kenneth Burke, in his Grammar of Motives, (Prentice-Hall, Inc., 1945), enters into a long, philosophical discussion of the various meanings of the terms. He presents five terms as necessary in the discussion of motivation, and he then proceeds to show how the many theorists and scientists use other words meaning somewhat the same. His terms are: Act (what was done), Scene, (when or where it was done), Agent, (who did it), Agency, (how he did it), and Purpose, (why he did it). Arguments arise when various thinkers use different terms to mean the scene of human action, e.g. "God", "Nature", "Environment", "History", "Means of production", or "The Navy".

The majority of books concerning military leadership consist of miscellaneous sections or paragraphs presenting platitudes, citing cases, quoting famous leaders, presenting various "cruxes" of leadership, and bandying about powerful words such as discipline, loyalty, morale, duty, and training.[5] The Navy is more specific than most leadership books in that it suggests a problem-solving method and later presents a list of grouped, leadership techniques, but there is no direct linkage between the problem-solving method, or the fact finding suggestions, and the recommended techniques.[6]

5/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp. 54-79.

6/ United States Navy, Bureau of Naval Personnel, Manual for Practical Development of Leadership Qualities, NavPers 16164. (Navy Department, Oct. 1944), pp. 9-10 and 38-39. The following steps were presented to "make clear exactly what problem solving means":

1. State clearly the problem. What is the task? What is the objective?
2. Assemble all pertinent facts. The facts about the environment, about the man, about material, about the leader himself must be clearly set forth.
3. Analyze the problem in the light of the facts. The knowledge of the leader, his judgement, his reasoning powers will be called into operation in this step. He gets a complete picture of the entire situation.
4. Set up a tentative conclusion -- a plan of action and a method of carrying it out. Following his analysisthe leader weighs various alternatives and decides on a tentative plan.
5. Check the conclusion to determine whether or not it is consistent with the facts, with the experience of

the leader, with the experience of others."

The techniques of leadership were listed very briefly, and were combined into eight groups, "Acts of leadership may be grouped more or less rigorously into the following catagories:"

1. Acts involving giving commands.
2. Acts involving giving orders.
3. Acts involving the enlisting of cooperation.
4. Acts involving the promotion of good discipline.
5. Acts involving the establishment of respectfor officers.
6. Acts improving bad morale due to feelings of a lack of recognition.
7. Acts improving bad morale due to feeling of insecurity.
8. Acts involving the establishment of a proper organization.

The Check-List of Motivation covers all of the above catagories in general except that part which has to do with the personality of the leader, his bearing, tone of voice, etc.

the leader, with the superiors of others."

The techniques of leadership were listed very briefly, and were combined into eight groups. Data of leadership may be grouped more or less directly into the following categories:

1. Data involving giving commands.
2. Data involving giving orders.
3. Data involving the maintenance of cooperation.
4. Data involving the promotion of good discipline.
5. Data involving the establishment of respective interests.
6. Data involving the ability to facilitate of a lack of responsibility.
7. Data involving the ability to facilitate of knowledge.
8. Data involving the establishment of a proper working setting.

The classification of interviews covers all of the areas delineated in general manner that part which has to do with the personality of the leader, his behavior, tone of voice, etc.

A comparison of one group of leadership techniques from the Manual for Practical Development of Leadership Qualities[7] against the related motivation techniques in the check-list will show that the check-list is more specific. The reference numbers to the right of each leadership technique below refer to the motivation techniques in the check-list.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING RECOGNITION

1. The leader only gives praise when praise is due. He does not flatter. -21,48-

2. The leader is always available to his men -34-

3. The leader is interested in the promotion of his men. He encourages them to prepare for advancement. -14, 16,22,24,34,41-

4. The leader sees to it that he is the first person to whom a man might turn in case of trouble. -27,34-

5. The leader has respect for the feelings of men of all ranks. -1 throughll, 13, 29-

6. The leader expresses sympathy and interest in a man's cause, even though he might disagree with him. -22,23-

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7/ Manual for Practical Development of Leadership Qualities, loc. cit., p. 38.

A comparison of some groups of industrially employed from the Manual for Directing Development of Leadership Qualities[7] equates the minimum motivation employed in the check-list with above that the check-list is more specific. The reference numbers to the right of each industrially employed take center in the motivation employed in the check-list.

INDUSTRIALLY EMPLOYED LEADERS IN GIVING MOTIVATION

1. The leader only gives a person when person is ill, he does not flatter. -11,26-

2. The leader is always available to his men -26-

3. The leader is interested in the welfare of his men. He encourages them to prepare for promotion. -14, 16,20,24,41-

4. The leader sees to it that in his first duties to show a man right from in case of trouble. -17,24-

5. The leader has respect for the feelings of men at all times. -1 throughout 14, 26-

6. The leader expresses sympathy and interest in a manly manner, even though in right disagree with him. -11,26-

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7/ Manual for Training Development of Leadership Qualities, loc. cit., p. 88.

7. The leader is interested in the man's quarters and mess. -22,23,28-

8. The leader studies his men. There are many little things that tell him about his men -- the pictures they put on the bulkhead, their friends, the medals they might be wearing, etc. -- The questions in Section I, 39 -

CROSS REFERENCE OF QUESTIONS TO TECHNIQUES

The connection between the questions and the answers is made by placing numbers after each question, which numbers refer to individual techniques. The reference numbers are to be used if the answer to the question under consideration is (No). The answer, (No) does not necessarily indicate a bad situation. It is only significant to the extent that characteristics are pointed out which can either be improved or which can be used to the benefit of the man and the Navy.

Each question refers to several motivation techniques, and each motivation technique is referred to by one or more questions. This multiple cross reference permits removal of all duplication. Any leadership book which discusses separately loyalty, morale, duty, discipline, etc., must duplicate to some extent the discussions of ways and means of developing each of those attributes. Also this check-list

7. The leader is interested in the men's opinions and ideas. -[illegible]-

8. The leader stirs up [illegible]. There are many little things that call his moral his own — the pleasures they get on the weekend, their friends, the [illegible] they might be working, etc. — the questions in [illegible] 5, 10 -

[illegible]

The communication between the [illegible] and the industry is made by placing messages after each question which endeavors refer to individual [illegible]. The referrers numbers are to be used if the answer to the question under consideration is (No). The answers, (No) does not necessarily indicate a bad attitude. It is only significant in the extent that disadvantageous are pointed out which can either be improved or which can be used to the benefit of the man and the [illegible].

Each question refers to several motivation [illegible], and each motivation technique is referred to by one or more questions. This multiple cross reference provides [illegible] of all [illegible]. Any inconsistency [illegible] adequately justify morale, [illegible], discipline, etc., only discipline to some extent the dissatisfaction of [illegible] and means of developing each of these attitudes. Also this cross-[illegible]

makes it unnecessary to discuss definitions of morale, loyalty, etc. These terms overlap, but in the check-list it is of no particular consequence. Every motivation technique can be referred to which in any way touches on the factor under consideration, be it loyalty, morale, interest, or ability.

The system of the check-list is flexible in that it suggests varied techniques rather than searching mechanically for the best remedy. It is flexible in that improvements can be made by adding or changing questions, techniques, or cross references. Eventually, it might be desirable to include all leadership factors in this list. As more of the subject is learned, a factorial analysis might become practicable, which might produce mathematical weighting factors for comparison of various techniques, but at present, until more is known of the factors of motivation or of leadership, flexibility is desirable. Refinement of the instrument may come as experience and experiments accululate.[8/]

The statement is made in the check-list, immediately ahead of the suggested techniques of motivation, that "Those techniques checked several times tend to be more important

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8/ For some suggestions on factorial analysis applicable to this problem, see T. L. Kelley, Talents and Tasks, Harvard University, Educational Monograph No. 1, Cambridge, 1940., passim, p. 47; Jenkins, op. cit., passim; and Murray, op. cit., passim.

than those checked only once." The statement is true, because several checks in front of a given technique indicate that it is probably applicable to several types of problems. And if other things are equal, the technique which is likely to aid several problems is a better first choice than the technique which is applicable to only one of the same problems. The number of checks and the importance of a given technique are approximately, directly proportional to each other. However, the relationship is not accurate for several reasons. Though all the questions are different, some problems are touched on by several questions. And though the techniques are all different some are naturally more important and more nearly cure-alls than others. To minimize this last effect, those references were removed which were the least important of those pointing to techniques which were referred to by many questions. Now, only six of the fifty-eight techniques are referred to by more than six questions, and only two are referred to by less than three questions.

CHAPTER VI

EVIDENCE SUBSTANTIATING THE MOTIVATION TECHNIQUES

Almost all the experiences or experiments which can be offered as evidence substantiating a given technique will also tend to substantiate other techniques. The opinions of various writers also overlap. It would be impracticable to repeat evidence each time it applies. Also it would add much bulk if the several conclusions of various experiments were separated. In this chapter, there is presented considerable evidence conforming in general to the order of the check-list, and backing up the general psychology in the check-list.

The first eleven techniques aim particularly at increasing a man's fame, reputation, and social acceptance. The majority of those techniques are well known and widely practiced in industry, as well as the Navy. Every ship and station appoints a public relations officer. It has been noted that some of the items are neglected, or forgotten, by the public relations officer and others who could help.

Though various writers do not use the same terminology, almost all the leadership books carry the concept that a man's social acceptance, his fame and reputation strongly affect his morale and his inclination to work or cooperate with

CHAPTER VI

EXPENSIVE DISTRACTIONS: THE MOTIVATION TECHNIQUES

Almost all the techniques or distractions which can be offered as evidence of distributing a given technique will also tend to substantiate other techniques. The combination of various evidence also overlap. It would be impossible to record evidence each time it applies. Also it would add much bulk if the several combinations of motivation were separated. In this chapter, then, is presented sensibly evidence substantiating it proved in the order of the check-list, and leading up the general philosophy in the check-list.

The first eleven techniques are particularly of interest: a man's face, reputation, and social contacts. The majority of these techniques are well known and "old" practices in industry, as well as the Army. Every ship and station appoints a public relations officer. It has been noted that some of the items are negative, or operations by the public relations officer and others in the world cup.

Though various methods do not use the same terminology almost all the techniques tend to carry the concept that a man's social contacts, his time and reputation strongly affect his morale and his inclination to work or cooperate with

and for his officers. This does not boil down to praise, or newspaper recognition, or any other one statement, no matter how broad. It is a matter of human relations.

Some officers object to the nickname technique of item #3, but it works if handled right. A true example is given in the check-list. If a reputable nickname will spread farther and be better known than his given name, it will usually be appealing to the man. Whether an officer will use the nickname to start it or suggest it subtly to others depends upon the officer and his situation.

The "Mutual Admiration Society", item #4, works. Two destroyer captains arranged to compliment each other often, especially in the presence of the division commander. The reputation spread from the division commander, and from the crew members who overheard the compliments.

No experiments have been found which designed to prove the comparative worth of the first eleven items. Naval officers have reported success with all. Many writers express opinions favoring the same techniques.

Item #12, teach him the ways of men and how to get along with them, is probably the most difficult of all techniques. It usually requires an expert psychologist. However, it is a technique which is known to work successfully in the Navy, and one which should be included here. This introduces us to the subject of human relations.

and for his officers. This does not well lend to justice, or unemployed incompetence, or any other non-sensical, or outlandish. It is a matter of human relations.

Some officers object to the aforementioned Sociology of Jim, but it works if handled right. A true example is given in the Dead-line. If a motivating mechanism will operate further and be better than this first case, it will usually be resorted to the case. Whatever is efficacious will use the mechanism to alert it or implement it rapidly to attack immediate upon the officer and his situation.

The "Natural Consolation Bonding", item 24, works. The destroyer explains everyone to psychiatrist and other officers especially in the presence of the division commander. The repudiation spread from the division commander and then the crew members who overheard the conversation.

So experiments have been found which designed to prove the comparative worth of the first seven items. Hard ad-fance here important numbers with all. Very military personnel operations favoring the same Commander.

Item #24, treads this the very of one can low to get close with them, is probably the most difficult of all techniques. It usually requires an expert psychologist. However, it is a technique which is known to work successfully in the Navy, and our aims should be limited here. This introduces us to the subject of human relations.

The experiments at the Hawthorne Plant of the Western Electric Company deserve careful consideration.[1/] The details are too complex to describe here, but the conclusions are pertinent, to the subject of human relations. It was found that in each group of employees there was a social organization, a banding together, to protect against practices they interpreted as a menace to their welfare. This social organization manifested itself in:

1. "Straight line" output.
2. Resentment against wage incentive system. (Which resentment was sufficient to nullify the incentive.)
3. Expressions which implied the group, piece-work, wage incentive plan was not functioning satisfactorily (as desired by management.)

1/ These were very comprehensive, experimental studies, conducted as far as possible in the real life, industrial situation, during the years 1928-1932. There were four parts to the studies; 1. Comprehensive interviews with 20,000 employees, 2. Observation of the work behavior of five women, 3. Observation of the work behavior in a shop department, and 4. A study of the work behavior of fourteen male operators in a controlled shop. See F. J. Roethlisberger and W. J. Dickson, Management and the Worker, (Harvard University, Publication of the Graduate School of Business Administration, Vol. XXI, No. 8, Cambridge, 1932) Roethlisberger and Dickson, p.2, and passim. Or see F. J. Roethlisberger, Management and Morale, Harvard University Press, Cambridge, 1941, passim.

The experiments at the Hawthorne plant of the Western Electric Company always overall organization. The details are too complex to examine here, but the conclusions are important. In the history of human relations. It was found that in each group of employees there was a informal organization, a loosely together, to protect equivalent jobs. Time introduced as a measure to fixed values. This social organization manifested itself in:

1. "Restrict jobs" output.
2. Movement against work incentive system. (Each employee was satisfied to satisfy the incentive.)
3. Supervisors which implied the group pressure, were incentive plan was not considered satisfactory (as treated by management.)

[illegible] There were very cooperative, respectful visitors, provided an far as possible in the real life. Individual attention, during the years 1927-1932. There were four parts to the studies: 1. Experimentally informatory (18 10,000 employees, 2. Observation of the work behavior of five women, 3. Observation of the work behavior in a shop department, and 4. A study of the work behavior of fourteen male operators in a bankwiring room. See F. J. Roethlisberger and W. J. Dickson, Management and the Worker. (Harvard University, Publication of the Graduate School of Business Administration, Vol. XVI, Ed. 9, Cambridge, 1939) Roethlisberger and Dickson, p.17, and passim. Or see F. J. Roethlisberger, Management and Morale, Harvard University Press, Cambridge, Mass.

4. Informal practices by which recalcitrant members (i.e. rate killers) could be chastised and brought into line.

5. Informal leadership

6. Preoccupations of futility with regard to promotions.

7. Exteme likes or dislikes toward immediate supervisors, depending on the attitude of the latter toward their behavior.

Rothlisberger found that what the group though tended, to some extent, to dominate things.[2/] This has implications in the uss of all motivation techniques. There existed at Westinghouse interhuman relations not defined or represented in the Company Plan, and, although the Company defined what certain human relations should be, they were in some instances not in fact as planned. For example, the relation of supervisor to employee worked out in practice somewhat differently from the way which in theory it was supposed

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2/ Refer to technique #4 Again. By mutual compliments or by self compliments a man or a crew can come to believe in its own superiority. An example was Hitler's race of supermen. Also see #47 which concerns the importance of belief.

4. Informal structures by which responsibility [illegible] (i.e., vice military) should be [illegible] [illegible] lines.

5. Informal leadership.

6. Preoccupations of civilian [illegible] to personnel.

7. Other lines or divisions [illegible] [illegible] [illegible], depending on the activity of the [illegible] [illegible] Quality Department.

Hottinger found that what the group thought [illegible] to some extent, to [illegible] theory.[1] This has implications in the use of all motivation techniques. Every manager at Hawthorne interviewed mentioned one division or [illegible] in the Company Plan, and, although the Company Initiated what certain human principles should be, they were in some instances not in fact on planned. The conclusion, the [illegible] tion of supervisor to employee [illegible] is [illegible] what differently from the way which is theory it was [illegible]

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[1] Refer to Hawthorne's Agism. By [illegible] [illegible] or by [illegible] [illegible] a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] belief.

to work out.[3/]

The actual organization was found to break down as follows:

1. That organization which was theoretical, the blueprint plan.
2. The social organization or the actual human situation.
3. The informal (social) organization, or those aspects not conforming to the technical representation but which exist, informal leaders, grouping, etc. (See technique #32 in the Check-List).

3/ Roethlisberger & Dickson, op. cit., p. 13 ff.
Roethlisberger continued to explain that the technical organization represented the worker as being primarily motivated by economic interest, but that nothing could be more in variance with the fact. The behavior of a worker was often opposed to his own self-interest. An example occured during the observation of the new wage incentive plan. The plan had been introduced to help the worker as well as the company, yet he resisted it. The workers behavior was essentially non-logical in character. As a general rule, the workers behaved in such a way as to give management the least opportunity for interfering with them, their ways of work, or their personal relations with each other. The workers too, often found themselves in the position of having to accommodate themselves to changes when they did not initiate.

It was found wrong to concieve of such behavior by the employees as being a symptom of hostility between management and the employees. While interviewing employees on 40,000 complaints, none were found to be directed against the company in general. Also it was found erroneous to blame the usual scapegoats of faulty supervisions, mismanagement, restriction of output, etc. The symptoms really pointed to a neglect of the social factors involved, the informal organization, and the human relationships.

to work out.[9]

The social organization was based on about as follows:

1. That organization which was dominant, the trade-guild plan.

2. The social organization of the mutual benefit association.

3. The informal (social) organization, or those aspects not conforming to the technical requirements but which exist between workers, foremen, and, even, trade-unions (so to use the term).

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[9] Sociologists in Germany, op. cit., p. 12 ff. Individualism contributed to results that the technical organization experienced the worker as being primarily motivated by economic interest. Yet this motivation could be seen in variance with the fact. The minority of a worker was often opposed to the men "all-purpose". He resented assigned duties. The alternation of the two group immunity plan. The plan had been introduced to help the worker as well as the employer, and he resented it. The workers believed with considerable justification in discretion. In a general strike, the workers decided in each a vote as to how management. The latter generally for interfering with these strike were of work, or their personal relations with each other. The workers too often final sensitive to the problem of dealing by economic discussion as because that they did not initiate.

It was found among 70 workers of such industry, by the workers in doing a question of identity interest, technical and the employer. Their interviews were 20,000 employees. Some were found to be strongly against the company in general. Also it was found necessary to allow the social responsibility of fixing responsibility, management, restrictions of output, etc. The employer really pointed to a decrease of the social factory involved. The informal organization, and the human relationships.

Roethlisberger concluded that a supervisor had difficult decisons between two alternatives.

1. To side with his subordinates:

   This tended to make the job of handling subordinates easier, but made relations with supervisors more insecure.

2. To side with management:

   This tended to cause him to lose sympathetic control of his men and therefore, to make his duties more difficult.[4]

Some of the motivation techniques, especially number 13, 34, and 53 are useful because they tend to prove or show that the choice between the two alternatives is not the only solution.

Rear Admiral C. M. Woodward presented some incentives found to work in industry by the Navy's Industrial Incentive Division: (numbers following the incentives indicate related techniques in the check-list).

1. Make every employee aware of the war value of his job. #43

2. Keep the war in front of employees constantly. #43

4/ Roethlisberger & Dickson, op. cit., p. 14.

Hawthorne concluded that a supervisor had diffi-
cult problems between the "disruptives".

1. To deal with his subordinates!

This tended to make the job of keeping subordinates
satisfy but made relations with superviseors more
difficult.

2. To keep his superiors

This tended to cause him to take responsibility con-
trol of his men and themselves, to make his duties
more difficult.

Some of the individual "troublemakers" especially women 18, 24, and 25 are useful because they tend to prove to us that the mobile factors, the bad relationships is not the only relationship.

Pres. Harold T. W. Hawkins presented more technical fault in work in industry or the Navy's Industrial Incentive Division! (Hawkins following the Incentive Systems technique in the Quasi-Start).

1. Make every employee aware of the our value of his job, and

2. Keep the man in front of management constantly. And

1/ Hawthorne's Common, op. cit., p. 13.

3. Use war bonds to fight absenteeism. #24

4. Show where your product fits into the war practice. #43

5. Give recognition for work done. #21,48

6. Establish production goals.[5] #37,38

"A man will credit himself much better among his known comrades than strangers or alone."[6] He cares what his friends think about him.[6] Of course, individuals differ in the reputations they want, but they all want some sort of a reputation, some degree of recognition, fame, honor, respect, love, etc. Anything that will tend to keep a man's reputation at a satisfying level also improves morale. As an example, one industrial concern increased performance of the supervisors by allowing them to sign their own name to orders. A petty officer likes to see his own signature as one of those on the ship's damage control bills. Spread a man's name and you give him fame. This relates again to the first eleven techniques and to #s 19, 21, 36, 48, and especially, #33.

All methods of influencing men are sometimes classified as argument or suggestion.[7] Suggestion is a good technique

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5/ C. H. Woodward, "New Aids in Building Employee Morale", Modern Industry, (November, 1944), Vol. 2.

6/ Pennington, et al., op. cit., p. 223 6/L. A. Pennington, R.B. Hough, and M. W. Case, The Psychology of Military Leadership, (Prentice-Hall, Inc., New York, 1943) p. 195 and p. 233 f.

7/ W. D. Scott, Influencing Men In Business (Ronald Press Co., New York, 1917), p. 15.

3. Use war bonds to finance elsewhere. [illegible]
4. Show where your product fits into the war situation.[illegible]
5. Give recognition for work done. [illegible]
6. Establish production goals.[illegible]

"A man will usually himself work better among his fellow workmen than strangers or aliens."[illegible] In order that the Tulsans think about his. Of course, motivations varies in the productions they work, but they all want some sort of a type-setting, some degree of participation. Take, Sooner, remember, Inc., the. Anything that will tend to keep a man's morale-high at a satisfying level will improve morale. In an employ, one industrial counsel interested participating of the employees by allowing them to elect their own leader to assume, a fully citizen liked to see the non citizens in the of those on the ship's damage control bill. Overall - make sure you give the time. This policy again in the first place Industrial and in the 19, 20, 21, 22, not expensive, [illegible].

All methods of instructing our employees classified as argument of suggestion.[illegible] Suggestion is a good technique

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[illegible] G. E. Tomlinson, "How Ease in Training Employees Improves Morale", Modern Industry, (November 1944), Vol. 2.

[illegible] Pocklington, et al., op. cit., p. 222 [illegible]. A. Pocklington, H.E. Hoffa, and M. V. Owen, The Psychology of Military Industrial Production-Hall, Inc., New York, 1943) p. 110 and p. 222 f.

[illegible] V. D. Scott, Influencing Men in Business (Ronald Press Co., New York, 1927), p. 18.

for getting men to follow, especially in the use of crowd psychology. The check-list deals essentially with one individual, but certainly one technique consists in getting him to join a crowd. It is useful when he can be made to feel a part of the crowd and when the crowd can be persuaded by suggestion, rewards, fear, rivalry, responsibility, and etc.[8] This paragraph refers to techniques # 18 and 17.

Lewisohn has said that human relationships are essentially emotional relationships. He claimed the following to be the elements of satisfactory relations:

1. Satisfying the desires of employees within the limits of productive efficiency. #23,27.

2. Justice in daily relationships. #26,37,39,40,50,53.

3. Satisfaction of desires for opportunity. #15,33.

4. A mutual understanding. #43,45.

5. Prevention of grievances.[9] #34

Lewishon's opinions and experience tend to substantiate motivation techniques indicated by numbers after the above items.

One of the chief functions of a leader is to secure collaboration. His methods are largely verbal, talking

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8/ H. H. Higgins, Influencing Human Behavior Through Speech (Expression Company, Boston, 1930) pp. 40 ff.

9/ S. A. Lewishohn, "Human Relations in Industry", Advanced Management (April-May-June, 1940), Vol. 5, No. 2, pp.72-76.

for getting man to follow, especially in the use of sound psychology. The check-list deals essentially with one individual, but particularly the technique should be in getting his to join a group. It is useful when it can be used to feel a part of the group and when the group can be persuaded by suggestion, insecure, fear, rivalry, responsibility, and etc. This paragraph refers to technique of it and it.

Leaders has said that human relationships are essentially emotional relationships. We divided the following to be the elements of satisfactory relations:

1. Satisfying the desires of employees within the limits of positive efficiency. [illegible].
2. Justice in daily relationships. [illegible].
3. Satisfaction of desires for opportunity. [illegible].
4. A sound leadership [illegible].
5. Prevention of grievances. [illegible]

Leadership's opinions and experiences tend to successfully activation technique initiated by workers after the above items.

One of the chief functions of a leader is to secure collaboration. His methods are largely verbal, making

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[illegible] R. [illegible], Talking Shop Among Industry Through Speech (Westinghouse Company, Boston, 1940) pp. 40 ff.

[illegible] L. Leitholds, "Human Relations in Industry", Harvard Business Review (April-July-June, 1940), Vol. 8, No. 3, p. [illegible].

and understanding. Words are potent instruments of social control.[10/] George Dartnell tells of several instances when good leadership has been largely verbal salesmanship. The leader had the sales attitude of wanting to beat his quota and sold the same idea to his men. He sold them a belief in the importance of their jobs. Salesmanship, Dartnell says, is preferable to the use of authority. "Authority is like money in the bank. The less you spend the more you have."[11/] Motivation techniques # 16,17, 43, 44, and 52 are in general agreement with the ideas presented in this paragraph.

Recognition of each man's abilities is stressed by all leadership books as a good technique for satisfying each man, improving his morale, and securing his cooperation. This technique includes recognition of any laudable, unique characteristic. A man's name is his most distinguishing characteristic. Learning a man's name and giving him just credit is common sense. Yet these things are often ignored.[12/]

10/ F. J. Roethlisberger, Management and Morale, op. cit., p. 39. Also see F. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 429. This work is a good summary of psychological experimentation and thought. Also see Higgins, op. cit., passim.

11/ George Dartnell, "Getting Men to Do Their Best", Industrial Relations (November, 1944), p. 29

12/ Pennington, et al., op. cit., p. 204 and p. 207.

and materialistic. There are obvious limitations of social control.[10] George Bernard Shaw at several instances [illegible] good leadership has been highly useful relationship. The leader had the major attribute of getting to meet his people and sold the same idea to the men. He said that a leader in the laboratories of their job. Responsibility [illegible] is proportionate to the use of authority. Responsibility is like money in the bank. The less you spend the more you have.[11] Motivation technique [illegible], and if any to be planned expressed with the idea presented in this paper.

Recognition of each man's abilities is attained by all leadership books as a good technique for both [illegible] improving his morale, and encouraging his contribution. This technique indicates recognition of his individual, unique characteristics. A man's name is the most distinguishing characteristic. Remembering a man's name and giving him [illegible] is common sense. Let there things are often ignored.[12]

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[10] G. J. Poetzlberger, Management and Morale, op. cit., p. 56. Also see F. T. Jones, Principles of Supervision (New York and Sons, Inc., New York, 1958) p. 156. This work is a good summary of psychological supervisorship and training. Also see Hilgens, op. cit., passim.

[11] George Bernard, "Getting Men to Do Their Best", Industrial Relations (January, 1944), p. 22

[12] Remington, et al., op. cit., p. 204, 205, p. 207.

Praise is superior to reproof in developing motivation toward learning. The majority of evidence substantiating this comes from experiments with children.[13/] However, almost all military writers make the statement that praise is to be used more often than reproof.[14/] After surveying the available psychological evidence Young speaks more cautiously and states that Hurlock's conclusion favoring praise in preference to reproof as an incentive cannot, without some certain qualifications be regarded as universally valid. He recognizes that both praise and reproof can energize an individual upon some course of action.[15/] In line with these conclusions are techniques #1, 4, 9, 11, 20, 21, 36, 48, and 58.

A man's morale and his adjustment to the Navy have a great deal to do with his individual motivational pattern.

13/ See J. A. McGeoch, The Psychology of Human Learning (Longman, Green, and Co., New York, 1942), p. 269; or Hurlock, "An Evaluation of Certain Incentives Used in School Work", Journal of Educational Psychology, (March 1925), Vol. 16, No. 3, p. 149.

14/ Pennington, et al., op. cit., p. 72 and p. 206.

15/ Young, op. cit., p. 415 and pp. 428 f. See also James J. Jackson, "Reprimanding Employees," Personnel Journal (June, 1941), p. 73; and N. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), pp. 342-346.

Fraiman is supposed to represent an average young multinational lawyer [illegible]. The majority of military [illegible] this power from experiences with military. However, almost most all military actions which the [illegible] that [illegible] is to be used more often than required. After surveying the available psychological evidence [illegible] work, [illegible] and states that Kuykendall's conclusions favoring [illegible] is performance to [illegible] as an [illegible] object, without some [illegible] qualifications to regrettable as [illegible] [illegible].

He recognizes that both [illegible] and [illegible] can [illegible] as individual upon some number of [illegible]. In [illegible] [illegible] conclusions are [illegible] [illegible], [illegible], [illegible], [illegible], [illegible], [illegible], and [illegible].

A man's moral and [illegible] right to [illegible] [illegible] great deal to do with his individual motivational [illegible].

12/ Gen J. A. Prokosch, The Psychology of Human Learning (Longman, Green, and Co., New York, 1953), p. [illegible] or further, "An evaluation of certain [illegible] in combat work", Journal of [illegible] (June 1952), Vol. [illegible], No. [illegible], p. [illegible].

13/ Kuykendall, et al., op. cit., p. [illegible] and p. [illegible].

14/ Tanner, op. cit., p. [illegible] and [illegible]. See also [illegible] "Motivating [illegible]," Personnel Journal (June, 1948), p. [illegible] and [illegible]. [illegible] Modern Business (Prentice-Hall, Inc., [illegible]), p. [illegible].

This has been the observation of the author and evidence may be inferred from a parallel situation. A study was made at Dartmouth College in an attempt to relate visual defects to a man's motivational pattern. The study consisted of 124 case studies, with no control groups. One result was stated as follows: "The final conclusion of this study is that, in this population at the time it was studied, the particular motivational pattern of the individual is the principal factor that determines the nature of the individual's adjustment to his visual defects, or their correction." The student would make a report of the severity of the eye symptoms more closely allied to his motivational pattern that to the actual degree of the visual defect. If greatly motivated to complete school and proceeding successfully, he would tend to minimize the defects and to accept correction. A man having trouble and less motivated to finish would tend to find an excuse in exaggerating his symptoms and to resist correction. The inference is that a man's adjustment to the Navy depends to a great extent on his desire to get along, to serve, etc., that a Naval leader would do well to supply a motive, if possible, rather than put up with maladjustment.[16/] It is necessary to learn what the man wants,

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16/ I. E. Bender, H. A. Imus, and M. W. M. Rothey, Motivation and Visual Factors, (Dartmouth College Publications, Hanover, N. H., 1942), p. 323 and passim.

This has been the observation of the author and evidence may be inferred from a parallel situation. A study was made at Dartmouth College in an attempt to relate visual defects to a man's motivational pattern. The study consisted of 114 case studies, with no control group. Our result was stated as follows: "The final determination of this study is that, in this population at the time it was studied, the quantitative motivational pattern of the individual is the principal factor that determines the nature of the individual's response to his visual defects, or their correlation." The studies would make a report of the severity of the eye condition more closely allied to the motivational pattern than to the actual degree of the visual defect. If generally matured to complete sight and functioning successfully, he would tend to minimize the defects and to accept corrections. A man having trouble and less motivated to Christ would tend to find no excuse in exaggerating his physical and to resist correction. The difference is that a man's disposition to the Lord depends to a great extent on his desire to get along, to serve, etc., that a fuzzy image would be and is supply a motive, if possible, rather than put up with unfamiliarity.[10] It is necessary to learn that the eye exists

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[10] I. S. Bender, S. A. Jure, and R. A. H. Dutney, Motivation and Visual Defects (Dartmouth College: Publications, Inc., 1957, H. E., 1962), p. 205 and passim.

and to adjust those wants if they clash with the best interests of the Navy. Especially, techniques # 16, 22, 23, 31, 34, 35, 43, and 45.

Pennington states that "While the soldier may be trained wholly under a system of rewards and competitive practices, a still more sound procedure is to instruct trainees in such a way that the pleasure received from mastery is the reward. This latter procedure is called "intrinsic motivation", while the former is called "extrinsic motivation".[17/] It would seem that often the intrinsic factors of motivation are the more important.[18/]

Carl Heyel makes much of the importance of a man's interest for his job. He attempts to graph the steps or means of developing job enthusiasm. His important factors include such as "the mail must go though attitude", "the 'we' attitude", "spontaneous discipline", and "employees smiling and cheerful". Heyel breaks down the above divisions and arrives at steps all of which are included in the check-list. His plan, much less specific than the check-list, aims at enhancing

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17/ Pennington, et al. op. cit., p. 71.

18/ C. N. Cofer and Eleanor B. Cohen, "Job Attitudes of a Hundred and One Federal Employees," Public Personnel Review, (April, 1943), Vol. 4, No. 2, pp. 96-102. Also see S. L. Pressey and F. P. Robinson, Psychology of the New Education (Harper and Brothers, New York, 1934), p.422.

and to action; those among it they alone with the very be-
tweens of the very. Incredible, Swetchamp p 15, 16, 18,
20, 24, 26, 29, and 46.

Pennington states that "Since the soldier has to develop
ability being a system of security and commanding principles,
a still more broad procedure is in inherent training in such
a way that the pioneer experience from matters in the forward.
This latter procedure is called 'Infantrie Ausbildung', while
the former is called 'Pionierie ausbildung'."[17] It seems
that either the intrinsic values of orientation are the same
important.[18]

Carl Ziegel makes much of the importance of a soldier be-
tween for the job. He attempts to graph the origin of modes
of developing job mechanisms. His importance factors involve
work in "the anti zone of energy activities", the "we' atti-
tude", "psychosomatic disciplines", and "occupiers exciting and
absorbed". Every leaving from the above directions and receive
of stage all of which are included in the cow-boy-flirt. His
plans work from specific that the cowboy-flirt, also of cow-boying

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[17] Pennington, et al., op. cit., p. 71.

[18] G. H. Gerth and C. Wright Mills, "The Activities of a Worker and the Factory Employee," Radio Broadcast (April, 1940), Vol. 4, No. 2, pp. 95-101. Also see C. L. Prosser and V. T. Dobinson, Principles of the New Education (Harper and Brothers, New York, 1943), p. 482.

social acceptance, introducing the warmth of human kindness, recognizing individuals, and keeping the men informed.[19] The fact that increased motivation for a task can be secured by developing an interest in the task seems almost too obvious for inclusion, but the statement is made often by writers.[20] Techniques #3, 4, 11, 13, 15, 16, 17, 21, 43, 45, and 48 include efforts at developing interest in mastery of the job.

It is possible to place a man in a job which already interests him, or it is possible to interest him in the job to which he is to be assigned. Certainly putting the right man in the right job is a fine ideal. It assumes that men have aptitudes, personality traits, and interests which will aid them to succeed at some jobs more than at others. And the assumption is quite well established as fact by many experiments correlating aptitude tests, personality tests, and interest tests against success on the job.[21] The

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19/ Carl Heyel, How to Create Job Enthusiasm, (McGraw-Hill Book Co., Inc., New York, 1942), See especially the charts on pp. 53, 102, 169, and 241.

20/ Pennington, et. al., op. cit., p. 96.

21/ See the following: John C. Flanagan, "Personnel Research in the Army Air Forces," Public Personnel Review (January, 1945), Vol. 6, No. 7, pp. 33-39; Harry J. Older, "An Objective Test of Vocational Interests", Journal of Applied Psychology (April, 1944), Vol. 28, No. 2, pp. 99-188. And T. L. Kelley, Talents and Tasks, Educational Monograph, No. 1 (Harvard University, Cambridge, 1940), passim. Kelley

social psychology, introducing the results of human dilemma, psychological insights, and describing the man interested. The fact that increased motivation for a task can be measured by developing an interest in the task seems almost too evident for indicating, but the statement is made often by writers. Tomlinson [87], [8], [11], [12], [13], [14], [15], [16], and so implies efforts at developing interest in workers of the job.

It is possible to place a man in a job which demands interests him, or it is impossible to interest him in the job to do it to be evident. Particularly within the right man in the right job in a fine level. It measure that man have qualities, personality traits, and interests which will him to succeed at some job more than at others. And the assumption is quite well substantiated as fact by many correlations concerning attitude tests, personality traits, and interest from student records or the job. [88]

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[86] Carl Rogers, [illegible] (Boston: Houghton Mifflin Book Co., Inc., New York, 1951), pp. [illegible] chapter on pp. 64, 100, 140, and 441.

[87] Tomlinson, op. cit., [illegible], p. 88.

[88] See the Fritzpatrick John G. Flanagan, "Personnel Research in the Army Air Forces," Public Personnel Review (January 1943), Vol. 4, No. 1, pp. [illegible] [illegible] "An Objective Test of Vocational Interests", Journal of Applied Psychology (April, 1944), Vol. [illegible], No. [illegible], pp. [illegible], and [illegible] (April) Interest and Jobs, Chemical Publishing Co., 1 (Journal of Applied Psychology, [illegible], 1940) pp. [illegible]

21/continued -

presents the thesis that "A man should not only be in the right place, but should derive a maximum of satisfaction from his job." It included a statistical method suitable for handling the weighing of factors which give satisfaction. The system consists of: 1. A weighting factor for each item as a utility measure; 2. A weighting factor for each item as a social utility measure; 3. A best estimate of the reliability of each measure.

[illegible] - continued -

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presents the thesis that it can choose not only in the right plane, but should apply a measure of satisfying the big job." It involved a distributed -based matrix for handling the assigning of factors which give satisfaction, the system consists of: 1. a weighting factor for each item in a utility survey; 2. a weighting factor for each item in a social utility survey; 3. a base matrix of the availability of such resources.

The selective assignment of personnel to appropriate duties has a close relationship to morale. Work results improve because of the better placement and also because of the better morale.[22] Particularly pertinent to the above are checklist techniques # 14, 15, 33, 35, and 36.

In an analysis of 45,000 cases the Navy compared frequency of failures in school among these enlisted men who were above the cutting score of the Navy General Classification Test, against the frequency of failures among those enlisted men who did not meet the cutting score. The proportion of failures reported by instructors as being the result of lack of interest or lack of application was four times greater for those men below the cutting score. This tended to prove again that placement of men in jobs for which they did not have aptitude was not conducive to good motivation for the task.[23]

We often assign dull jobs and then expect the men to have lofty motives. However, several methods are available for making the jobs more interesting. Sometimes, the jobs may be reassigned to fit the men. At other times, it is

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22/ E. L. Munson, The Management of Men (Henry Holt & Co., New York, 1921), p. 589.

23/ From an interview with Dr. E. C. Brundage, Technical Head, Classification and Field Research Division, Research Activity, Bureau of Naval Personnel, June 12, 1947.

The relative contribution of personnel in supervisory roles has a clear relationship to morale. Such results indicate because of the better placement and also because of the better morale. Particularly pertinent to the study are similar technique # 16, 18, 20, 22, and 26.

In an analysis of 48,000 cases the Army analyzed frequency of failures in adjusting among those soldiers who were above the average score of the army General Classification Test, against the frequency of failures among those soldiers who did not meet the average score. The proportion of failures reported by interviewers as being the result of lack of interest or lack of motivation was four times greater for those who failed the average score. This leaned to prove again that placement of men in jobs for which they did not have aptitude was not necessary to good satisfaction for the task.

In other words, if jobs and men chosen respect the men in have fairly good. However, several methods are available for making the jobs more interesting. Therefore, the jobs may be evaluated in 24 job ones. At other times, it is

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[illegible] E. L. Thorndike, The Psychology of Law (Henry Holt & Co., New York, 1931), p. [illegible].

[illegible] From an interview with Dr. E. C. Brengelman, Training Aids, Classification and Field Training Division, Personnel Activity, Bureau of Naval Personnel, Dated 19, 1947.

necessary to change the men's interests. There is one method which has been tried successfully many times in industry and in educational situations, but which at first glance seems a little out of phace in the Navy. However, its acceptance is becoming so wide in industry that Naval officers should give it careful consideration. The suggestion is that management should give the worker opportunity to participate in certain management functions.[24] Davis teaches somewhat the same thing as his principle of participation. A man is better satisfied and cooperates to a greater extent if he can take an important part, and if agreements on plans are mutually achieved, as can be done in a well handled conference.[25]

Some writers say that supervision must be democratic.[26] However, if that be so, the various techniques of motivating men must be applied in such a manner in the Navy that they will hold up under the strain of battle. As far as can be known, consensus decisions, arrived at in conferences between officers and men in a military unit can successfully be extended only to "fringe activities", or those activities

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24/ Paul Mooney, "A Fundamental Job of Management," Advanced Management (April - June, 1944), Vol. 9, No. 1, pp. 94-99.

25/ Ralph C. Davis, Industrial Organization and Management Harper and Bros., New York, 1940., p. 505

26/ H. E. Eisler, "Social Theory Involved in Supervision", Personnel (March, 1944), Vol. 20, No. 5, pp. 300-303.

necessary to change the unit's leadership. There is some evidence which has been taken successfully many times in industry and in educational situations, but which on first glance seems a little out of place in the Army. Therefore, the acceptance is becoming an issue in industry that based efforts should give it overall consideration. The supervision in that management should give the worker opportunity to participate in certain management functions.[29] Davis therefore summarized the group thinking as the principle of participation. A man is better satisfied and working harder if a problem arises if he can take an important part, and if suggestions or plans are mutually agreed, or can be done in a well handled conference.[30]

Some writers say that supervision need to decentralize.[31] However, if that be so, the various techniques of motivating men must be applied in such a manner in the Army that they will hold up under the stress of battle. As far as one knows, numerous decisions, arrived at in conferences between officers and men in a military unit can successfully be carried out only in "fringe activities", or times activities

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[29] Paul Pressey, "A Professional Job or Management," Personnel Management (April - June, 1944), Vol. 9, No. 1, pp. 5-10.

[30] Ralph C. Davis, Industrial Organization and Management Harper and Bros., New York, 1940, p. 324.

[31] H. E. Kleiter, "Recent Theory Involved in Supervision," Personnel (March, 1944), Vol. 20, No. 5, pp. 328-333.

aside from the main jobs of the organization. These will include such things as welfare and recreation. There has been no Army or Navy which operated successfully that allowed a system of divided authority. The following quotation is a useful example. It concerns the surprising defeat of the French Army in 1940.

> "May 22nd, 1940. Still no French counter-attack to pierce the bulge. Precious opportunities have been thrown away. General Georges was asked point blank why the promised counter-attack had not been delivered. His liaison officer spoke for him and answered that the General could not give orders so far in advance of the inclinations of the divisions. This was an eye-opener, and it is only now that it is brought home to me that the formation of soldiers' committees regularized in the French Army in 1936 by Monsieur Leon Blum's regime have so far undermined discipline. F.G.G. (the French General Headquarters) is definitely handicapped by the spirit of internationalism that exists to such a great extent among the rank and file." 27/

The procedure to govern use of recreation funds of the Navy was set forth in a letter by the Secretary of the Navy, 46-1071, dated 17 May, 1946. It directs the formation of a Recreation Council composed of not less than three commissioned officers and an Enlisted Recreation Committee. Its provisions leave the decisions of the commanding officer final, in that he can approve, disapprove, or change the plans formulated by the Council and Committee.

27/ Anon., The Diary of a Staff Officer, (Methuen and Co., Ltd., London, 1941), p. 34, also quoted in Pennington, et. al. op. cit., p. 133.

Well handled conferences can be extremely useful for training and educational purposes. Many Naval officers have had success with round table type discussions at lunch or in other situations. The advantages in the Navy from informal discussions are manifold. First, if the participants can arrive at a decision, having discussed all sides of the case, they will be much more strongly motivated toward cooperating and backing the plan than they would if the same plan had been issued as an order or directive. Second, by discussion all hands gain a better understanding of the problem and policy. And third, the senior officer discovers ambiguities, difficulties, and ramifications he might have missed.[28/] Technique #45 in the check-list suggests limited application of the principles of participation and conference.

It is to the best interests of the leader using this check-list that he select and place his subordinate officers to the best advantage. It is beyond the scope of this paper to go into the science of personality, except to a

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28/ W. E. Utterback, Decision Through Discussion (New York Times, New York, 1946, pp. 5 f; H. W. Elliott, The Process of Group Thinking (Association Press, New York, 1928), pp. 1-23; and H. L. Eubank and J. H. Auer, Discussion and Debate (F. S. Crofts and Co., New York, 1941), passim, see especially Chapter 18.

limited extent. It is known that the leadership abilities of a man can be developed by training. There is also evidence to support the belief that much improvement could be made in the selection of leadership candidates. Jenkins recently presented a good, up to date survey of the situation.[29] Though many studies of sorts have been made, it is not yet known what the attributes of the best leaders are, nor is it known how to measure accurately the success of a leader. Psychologists can select those men from a large group who will tend to be the best leaders, but the real correlation of the selection with ultimate success is not known. Their complete processes are complicated to the extent that they must be handled by experts.[30] At the present time, petty officers are selected and advanced under the provisions of the Bureau of Naval Personnel Manual. It is an understandable, logical, and simple system in operation. It is probably as complete as our present knowledge about leadership

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29/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 54-79.

30/ Some of the methods which have been used with varying success in the selection of leaders are: 1. Ratings by seniors; 2. Ratings by associates; 3. Nomination by associates; 4. Interviews; 5. Biographical information; 6. Classification tests; and 7. Sociometric techniques.

warrants.[31]

Interesting experiments have been run to test methods of selecting leaders in which the opinions of the rank and file, or others, on the same level as the man to be promoted, are considered. When this information is collected scientifically and is used to obtain the best possible utilization of persons it is called a sociometric technique. It is generally agreed that the associates of a man, those of the same rank or rating, usually know more about the man than his superior officers. The technique can also help arrange grouping of persons so that the personalities of the leader and the led do not clash. Therefore, the sociometric technique shows promise when the information is handled scientifically.[32] Navy officers might well give

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31/ United States Navy, Bureau of Naval Personnel Manual Government Printing Office, Washington, October 1, 1942 edition corrected through change #11), p. 79-166. This prescribes advancements to fill personnel complement based on the following: 1. Achievement tests; 2. Proficiency ratings by superior officers; 3. Leadership ratings by superior officers; 4. Time in rate.

32/ For a discussion of sociometric techniques see: J. L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Relations (Nervous and Mental Disease Publishing Co., Washington, D. C., 1934), passim; J. L. Moreno, Sociometry and the Cultural Order, Sociometry Monograph #2 (Beacon House, Inc., New York, 1943, passim. Moreno's books do not deal only with leadership. See also: M. B. Parten, "Leadership Among Pre-School Children", Journal of Abnormal and Social Psychology, 1943, Vol. 27, pp. 430-440; How Children Choose Friends (Society for the Scientific Study of Character, Detroit Teachers College, Detroit, 1929), Passim.

more consideration to selection of leaders acceptable to the men concerned or to transfering men to different sections to get happier arrangements. Some person considered unfit as leaders or workers in relation to certain persons are considered satisfactory in relation to other groups. See technique #32.

However, there is no proof that an army or navy can be successful in selecting leaders by popular choice. After the Russian Revolution in 1917, Kerensky tried to develop a democratic, citizen army for the new Russia. Officers were elected on "the principle of mutual comradely discipline and respect," the same as officers were elected in the militia during the American Revolution. But the new Russian army was not a success and, therefore, the old Tsarist officers were searched out, many taken from prison, and put back in various commands of the Red Army. Of course, they were watched continuously by representatives of the Soviet Government called War Commissars. A few years later, Ebert and Noske attempted the same thing in Germany after their revolution. They were not successful, nor were Azana and Girals of Spain in 1936.[33] Democratic selection of Navy leaders is not being advocated, but more attention to personalities

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33/ Pennington, et al., op. cit., p. 133 f.

and human relationships is suggested.

A. Three separate leadership studies were performed by the Army Air Forces aviation Psychology Program. In each case, they uncovered almost the same categories of action supposedly desired in successful A.A.F. leaders. These general catagories were: 1. Initiative and interest in military duties; 2. Proficiency and skill in the flying duty; 3. Disregard for personal welfare; 4. Proficiency in social administrative duties; 5. Personality characteristics; and 6. Interest in non-flying duties.[34] Still the statement of Jenkins holds true, that "Advances in methodology in this field, i.e., selection of leaders, are definetely not striking." The traits of leadership remain a vague and elusive thing.[35]

Various lists of the so called principles of leadership hold clues as to possible motivation techniques. The following items, called cardinal principles of leadership by the United States Army, are included in motivation techniques as indicated by reference numbers:

1. Know you men # 22, 23, 39.

34/ United States Army Air Forces Aviation Psychological Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, D. C., 1946) Preliminary edition, p. 132.

35/ Jenkins, op. cit., p. 75.

and human relationships in supervision.

These conferences frequently include work conferences by the Army and Navy evaluation Psychology Teams. - Because these, they concerned almost the same categories of matters supposedly covered in monograph [illegible], Section. These general categories were: 1. Initiative and interest in military duties; 2. Performance and skills in the Army; 3. Attitude for personal welfare; 4. Proficiency in social adjustments (other); 5. Temperamental maladjustment and 6. Interest in non-flying duties.[19] Only the statement of Jenkins Point Test, that factors in survival should be skill, i.e., selection of/[illegible] and intelligence and stability.[20] The tests of intelligence results a vague and elusive point.

Further study of the Air Medical Personnel by Lackland Air Force Base should allow us to specifically delineate reasons. The following items, taking personal physicians of [illegible] by the United States Navy, are included in matriculation [illegible] as indicated by personnel managers:

1. Have you ever [illegible] 30.

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[19] Data from Army Air Forces Selection Psychology Program Report to the Personnel Research Section of the Director of Personnel and Training, A. A. F. Washington, D. C., Section Evaluation of Selected Psychomotor Aptitude Tests, p. 20.

[20] Jenkins, op. cit., p. 79.

2. Set the example #18

3. Care for your men. #27, 29, 34, 41.

4. Keep the men informed. #43, 51.

5. Set high standards and develop pride in outfit. # 37, 38.

6. Stimulate initiative and self respect. #1-11, 13-17, 19-21, 33, 36, 44.

7. Reward the men for jobs well done. #24, 48.

8. Establish and maintain military discipline and courtesy. #47, 52, 53, 56, 57.

9. Serve unselfishly.[36]

Some of those principles are useful here. Starting with principles #1 and #3, it may be noted that almost all books concerning leadership stress taking an active interest in the welfare of subordinates. F. S. Alexander says, for example, that morale consists in the satisfaction which the worker gets out of feeling that management has an interest in his welfare, and that both management and the worker are concerned with each other's welfare and work together in

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36/ United States Army Service Forces, Manual M-5 Leadership and the Negro Soldier (Government Printing Office, Washington, 1944) p. 17, Or see Army Manual FM 21-50, Sections I, II, & IV.

4. Buy the example 3/8

5. Clean for your work. 8C7b, 8B, 8A, 8L.

6. Keep the area laboratory. 3/8b, 8D.

8. Use high standards and controlled grade in safety.

9 8D, 8E.

8. Maintaining satisfactory and exit treaties. 4b-12, 13-17, 18-23, 8D, 8E, 8A.

9. Demand the use for tools will drive, 8D8, 8D.

8. Satisfying and maintain military discipline and cooperatory. 8D7, 8E, 8D, 8A, 8F.

9. Serve cleanliness.[8E]

None of these principles are useful here. Starting with principles 4, and 8D, it may be noted that it takes all hands cooperative leadership where failing in military discipline in the matters of cleanliness. 1. e. Harrington says, the example, that general cleanliness in the maintenance which the matter gets out of finding that management has no interest in the welfare, and that their management and the union has cooperated with such cleanly and tools and work together in

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[8E] National Cleaner Corp Service Bureau, Journal of Lumbermen's and the Supply Dealer Company Priority Orders, Washington 1944-1 p. 37, by the Lord Lumber in 2-8b, Washington 2, D.C., p 34.

collaborated effort.[37/]

The AAF leadership studies yielded interesting results in the area of consideration for the men's welfare. Two hundred and twelve flying officers recently returned from combat were asked to describe successful, actual, combat leaders. The descriptive statements were analyzed and classified into categories, thirty-two factors of leadership. Many of the categories deal with the personality of the leader, which is somewhat beyond the scope of the present check-list. Some of the factors were mentioned too seldom to constitute proof. However, it is significant that the category mentioned most often or in forty-seven percent of all descriptive statements, consisted of the following: Went to bat for men's safety, comfort, food, etc. Understood problems of rest of men, e.g., promotions, transfers, days off, etc. The factor listed second in frequency was far behind, mentioned in only twenty-nine percent of all statements. A second study obtained from flying officers descriptions of unsuccessful leaders. The most frequent factor, occuring in eighteen percent of all descriptions was "lack of

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37/ In D. E. Cameron and H. G. Ross (eds.) Human Behavior and Its Relation to Industry (McGill University, Montreal Canada, a series of lectures given January 12, March 28, 1944. p. 46. Lecture by F. S. Alexander, "Motivation and Incentives". See also Pennington, op. cit., p. 205, and H. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), p. 340.

modifications effect.[32]

The AAF laboratory studies yielded interesting results in the area of demonstrating the man's welfare. The Research and Development Division effected necessary improvements from medical data related to immediate accessories, weight, comfort factors. The Quartermaster Corps improved and standardized some materials. Thirty-two factors of importance, many of the accessories used with the personnel of the laboratory, which is considered beyond the scope of the present discussion. Some of the factors were established for wearing in operational areas. However, it is significant that the laboratory established most action or in thirty-seven percent of all demonstrated shortcomings, consistent of the difficulty they to but for man's safety, comfort, fatigue, physical problems of lack of man, e.g., parachutes, inadequate equipment, etc. The Flying Clothing Branch attempt to determine the fabrics, materials in only twenty-seven percent of all efforts. A second study obtained from flying clothing observations of experimental instruments. The main frequent factors, amounting to eighteen percent of all deficiencies was "lack of

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[32] In R. E. Cameron and H. R. Drew (eds.) Human Factors and Its Relation to Flying. Fourth Conference, Proceedings, a series of lectures given January 23, March 20, 1944, p. 92. Lecture by C. T. Lindsley, "Clothing and Equipment". See also Personnel Psychology, p. 280, and R. W. Dupuy, Psychology in Modern Military Operations. Dell, Inc., 1960, p. 290.

consideration of men's welfare".[38] Tending to justify this treatment of an officer's consideration for his men's welfare as a motivation technique is Young's statement: that whatever satisfied a person's needs tends to release tension, bring success and adjustment, and to evoke pleasantness.[39]

However, some caution is necessary in looking out for men's welfare. Avoid paternalism. Keep away from private and family problems where the leader is not desired.[40] Many techniques in the check-list pertain to looking after the welfare of the men, especially #22-25, 27-30, 34-36, 39, 41, 42, 45, 48, 50 and 51.

A survey covering thirty-four Army Service Force Companies in the Continental United States was conducted to detect the correlation between various personnel practices and morale as rated by (a) the post or battalion commander, (b) the company officers, and (c) the enlisted men of the company. Against the check-list of company practices the six companies rated highest in morale and the six companies

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38/ U. S. AAF Aviation Psychology Report No. 14, loc. cit., tables 3.1-3.8

39/ Young, op. cit., p. 383 f.

40/ C. C. Burlingham, "Employee Morale," Personnel Journal (June, 1945), Vol. 24, No. 2, pp. 56-63. Also see Cameron and Ross, op. cit., p. 52.

[illegible] [illegible] [illegible] [

rates lowest in morale were evaluated. With very few exceptions the highest morale companies were rated favorably, or as possessing all eighteen items of the check-list by the enlisted men in the company, and with very few exceptions the enlisted men of the lowest morale companies rated their companies as lacking the eighteen items. The items, apparently judged as desirable in a good company were:

1. Officers interested in men. #22, 23, 34.
2. Officers understand men's needs. #1-11, 13, 39.
3. Officers are helpful to men. #25,27,28,29,41,42,46.
4. Officers recognize men's abilities. #20,21,36,48.
5. Officers are willing to back men up. #50.
6. Fair share of off-duty time given men. #24.
7. Men given authority to do their jobs. #40.
8. Best use made of training time. #54
9. Fair furlough and pass policy. #23, 39.
10. Fair promotion policy. #14,23,32,39.
11. Good selection of noncommissioned officers. #37.
12. Satisfactory sports and athletic facilities. #2,28.
13. Satisfactory recreational facilities. #5,28.
14. Satisfactory orientation on progress and background of the war. #43.
15. Officers give talks on importance of outfit's job. #43,51.

[illegible] labor in [illegible] were evaluated. With many [illegible] [illegible] the highest morale [illegible] being [illegible], [illegible] possessing all rights [illegible] of the [illegible] by the [illegible] and in the [illegible], and with [illegible] the [illegible] the unlimited use of the lowest morale [illegible] [illegible] [illegible] in leading the [illegible] [illegible]. The [illegible] [illegible] judged as dependable in a [illegible] [illegible]

1. Officers interested in [illegible]. [illegible], [illegible], [illegible].
2. Officers [illegible] men's [illegible]. [illegible], [illegible], [illegible].
3. Officers are helpful in [illegible]. [illegible],[illegible],[illegible],[illegible],[illegible],[illegible].
4. Officers recognize men's [illegible]. [illegible],[illegible],[illegible].
5. Officers are willing to hear [illegible]. [illegible].
6. Daily [illegible] of off-duty time given [illegible]. [illegible].
7. Men given authority to do their jobs. [illegible].
8. Short-cut [illegible] of [illegible]. [illegible]
9. Fair treatment and [illegible] policy. [illegible], [illegible].
10. Fair promotion policy. [illegible],[illegible],[illegible].
11. Good [illegible] of [illegible] officers. [illegible].
12. Satisfactory [illegible] and [illegible] facilities. [illegible],[illegible].
13. Satisfactory recreational facilities. [illegible],[illegible].
14. Satisfactory orientation on purpose and [illegible] of the war. [illegible].
15. Officers give [illegible] importance of [illegible]. [illegible], [illegible],[illegible].

16. Personal talks by officers on men's progress. #38,43.

17. Men given the opportunity to know the "why" of things. #12,43.

18. Punishment meted-out fairly. #39,53,56,57.

A study of 1500 Naval offenders showed many different motives which contributed to the cause of the offense. Some men were troubled by economic problems or unfaithfulness at home. Many showed family backgrounds with divorce, broken homes, or mistreatment. There were other motives easier for officers to control. A few men with high I.Q.s were bored with their tasks. Twenty-seven percent of the offenders did not like their duty and seventeen percent did not like the Navy.[41/] Another study found that desertions or overleaves were due largely to an emotional disturbance or to some attitude toward the Navy.[42/] Certainly, it would be desirable if Naval officers were able to minimize offenses

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41/ M. R. Otness and G. A. W. Stoufer, Jr., "The Naval offender: Motivating Factors," Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 44, pp. 1029-1035.

42/ W. Bromberg, A. A. Apuzzo, and B. Locke, "A Psychological Study of Desertion and Over Leave in the Navy", Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 45, pp. 558-568.

16. Personal talks by officers on unit's progress. (50,52).

17. Men given the opportunity to close the "day" of things. (17,48).

18. Punishment not-was finally. (49,50,51).

A study of 1800 Navy officers showed many different motives which contributed to the power of the officers. Men can were irrelevant or economic problems or malfunctioning at home. Many showed fidelity relationships with civilians, loyalty bases, or sentimentality. There were other motives similar for officers to control. A few men with high I.Q.'s were bored with their tasks. Twenty-seven percent of the officers did not like their duty and seventeen percent did not like the Navy.[39] Another study found that instructions or structures were due largely to an emotional disturbance or to some situation beyond the Navy.[40] Therefore, it would be desirable if naval officers were able to minimize difficulties

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[39] R. Ohanes and G. A. V. Albrecht, Jr., "The Trend of Sailors' Motivating Factors," Navy Medical Bulletin (Navy Department, Washington, 1943), vol. 44, 1942-1943.

[40] V. Brandenburg, A. A. Ayrshire, and G. Jenkins, "A Psychological Study of Desertion and Over Leave in the Navy," Navy Medical Bulletin (Navy Department, Washington, 1943), vol. 44, pp. 888-892.

by developing interests and proper attitudes, by helping to solve the difficult personal problems, and by calming emotional tensions.

The prestige of his job is of great importance in motivating each man. Lack of prestige is usually one reason that "head cleaners" are not enthusiastic about their jobs. But the attitudes of the crew and then of the cleaners can be changed. The Goodrich "College" of Maintenance Knowledge says, "Give dignity to an irksome job, temper it with humor, and instill a spirit of friendly competition in those who have to carry it out."[43] The problem is much simplified when dealing with types of men who can take pride in the simplest of jobs.[44] See techniques #19, 33, and 36 in the check-list.

In order for an appeal to patriotism to carry much weight the patriotism should carry prestige. It has been obvious that patriotism was more popular, and because of the popularity more effective as a motive in times of war and national emergencies.[45] Appeals are said to be more

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43/ "Goodrich 'College' of Maintenance Knowledge", Modern Industry (March 15, 1947), p. 72.

44/ Karl A. Menninger, The Human Mind (A.A. Knopf, New York, 1945) p. 53.

45/ Cameron and Ross, op. cit., p. 46

by determining interests and phobias attributed, by analyzing to solve the intrinsic personal problems, and by solving emotional problems.

The privilege of this job is of great importance in helping each man. Some of privilege is authority into problems that "bread discovers" are not worthwhile about their jobs. But this attitudes of the worse and those of the [illegible] can be changed. The Goodrich "College" of industrial [illegible] says, "Give dignity to an [illegible] job, improve its work, and instill a spirit of friendly cooperation in doing so have to enjoy it too." The problem in such difficult than dealing with types of men who are Lazo jobs in the [illegible] of jobs. The techniques (22), (23), and (24) in the [illegible].

In order for an account to participate in society man ought the patriotic should carry weapons. It has been obvious that patriotism was more popular, and because of the popularity many self-serve as a matter in times of war and national emergencies. Aquatic are said to be more

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[22] "Goodrich 'College' of Relations Technology", Industrial Industry (March 15, 1947), p. 8.

[23] Earl A. Bennington, The Human Mind (4.s. Lowly, New York, 1948) p. 23.

[24] Dawson and Scott, op. cit., p. 48

successful when they are specific and are aimed at individuals or smaller groups. Also it is usually agreed that appealing to duty as a motive is not often successful.[46] Refer to technique #17.

One of Davis' principles of morale is the principle of understanding. A man appreciates more what he believes to be right.[47] Industry and the armed services understand this and now attempt to find out, usually by survey, what the men believe and then to correct any erroneous beliefs by methods of indoctrination and presentation of the facts. It is too often found that men guide their actions by misconception. Walter Strong, Midwest Director of the Opinion Research Corporation, Chicago, pointed out that almost universally labor does not understand managements problems. Workers in some concerns estimated company profits at about 50% of gross income while in reality it was about 8%. Certainly, it is management's function and duty to show the workers the truth.[48] An example of specific Army indoctrination is the situation immediately prior to the invasion of Europe, across the English Channel, D-day in World War II. It was found that

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46/ H. H. Higgins, Chapter III, op. cit.

47/ Ralph C. Davis, op. cit. p. 548 f.

48/ Walter Strong, "Analyzing Employee Attitudes and Wants," a speech presented May 15, 1947 at the Eighth Ohio Personnel Institute, Ohio State University.

[illegible] Thus, if there were opposition and you [illegible] in Italian-Italia or another language. Also, it is especially important [illegible] appealing to duty or a motive is not often successful. Refer to Machiavelli.[illegible]

[illegible] Due to Lewis' philosophies of morals in the relativity of [illegible]. A man [illegible] must [illegible] to be right.[47] Industry and the armed services [illegible] this and now attempt to clear out, usually by [illegible], also the man [illegible] and then to [illegible] by methods of indoctrination and [illegible] of the [illegible]. In the office [illegible] quit [illegible] by [illegible]. Walter Ellsworth, [illegible] of the [illegible] Chicago, pointed out that [illegible] labor [illegible] problems. Before [illegible] a [illegible] company [illegible] at [illegible] of [illegible] in reality it was [illegible]. Personally, [illegible] and [illegible] to [illegible] the [illegible].[48] An example of [illegible] is the [illegible] to the [illegible] of [illegible]. [illegible] Company. [illegible] in [illegible]. It was [illegible] that

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[46] H. F. Stimpson, Chapter III, op. cit.

[47] Helen G. Davis, op. cit., p. 249 f.

[48] Walter Ellsworth, "Analyzing Employee Attitudes and Morale," a [illegible] presented [illegible] in 1947 at the Illinois State Personnel Institute, [illegible].

the great majority of soldiers believed that they were doomed to die. A series of pamphlets giving facts were distributed to inform the men better of the situation.[49] Check-list techniques #43 and 51 stress the above points.

When rumors exist, it is usually because the men are not completely informed. "To deny a rumor, repeat the facts, don't repeat the rumor. Rumors are spread by word of mouth. When you repeat a rumor you are spreading a rumor." An experimental study group of people were brought in to listen to a rumor contest program over the radio, which consisted of a dialogue in which a rumor was announced, followed by facts which proved it untrue. Listeners to the program were interviewed before and after the program. Their answers showed that the rumors should never have been repeated. For every rumor spiked by the program, twenty-seven were planted."[50] Technique #51 mentions this point. Motivation techniques which pertain particularly to education problems, training, and learning are useful

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49/ Maj. Gen. F. H. Osborn, "Information and Education Division", Military Review, (Fort Leavenworth, December, 1944), Vol. 24, No. 9, pp. 2-26. The purpose of the orientation are listed as: 1. motivation, 2. explanation, 3. reassurance. For another discussion of the Army orientation program, see Col. H. J. Schroeder, "Mental Conditioning to War", Military Review, (Fort Leavenworth, July 1944), Vol. 24, No. 4, pp. 50-53.

50/ Army Service Forces Manual M-5, Leadership and the Negro Soldier, (Government Printing Office, October 1944), p. 63.

the great majority of soldiers believed that they were doomed to die. A number of pamphlets giving facts were distributed to inform the men better of the situation. [39] Close-lipped Washington did not at first the above points.

When rumors arise, it is usually because the men are not completely informed. "In Army a rumor, reported the Army, Army report the rumor. Rumors are spread in vacuum of news. When you relate a rumor you are spreading a rumor." An experienced study group of people were brought in to listen to a rumor control program over the radio, which consisted of a dialogue in which a rumor was introduced, followed by facts which proved it untrue. Listeners to the programs were interviewed before and after the program. Their answers showed that the rumors already were less believed. For every rumor quelled by the program, twenty-seven were plausible. [40] Technique [illegible] point. Psychiatrists recommend which particularly to alleviate problems, fantasies, and hoarding are effect

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[39] Dan. F. E. Osborn, "Information and Education Division", Military Review (Fort Leavenworth, Kansas), Vol. 24, No. 9, pp. 5-8. The purpose of the orientation and training was: 1. Motivation, 2. Information, 3. Entertainment. For another discussion of the text orientation program, see Col. R. J. Thompson, "Morale Orientation in War", Military Review (Fort Leavenworth, July 1944), Vol. 24, No. 4, pp. 55-58.

[40] Amer Everton Young Jr., Leadership on the Home Battle, (Government Printing Office, Washington 1944), p. 68.

in the check-list. Pennington presents the following:

DEVICES THAT PREPARE TRAINEES FOR MILITARY INSTRUCTION 51/

MORE REMOTE	MORE IMMEDIATE
Knowledge of future needs ** # 16, 43	Immediate recognition of progress. #21, 37, 38, 48.
Proficiency certificates #24	Success experiences each day in training. #30, 38, 42.
Advancement in rank	Demonstration of how a military piece works.
Financial Gains #24	Problems relating known to unknown #43.
Assignment to a special post. #24	Graphs, charts, instruments that set the stage for instruction. #16
Leaves and time-off. #24	Instructors bearing, interest, and enthusiasm. #16.
Advanced training possessing civilian and military vocational value. #43	

** (Numbers after the items above refer to check-list techniques)

For learning, Pennington, Hough, and Case present the following psychological principles: (1) A man learns most when he understands the nature of the subject and why he

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51/ Pennington, et al., op. cit., p. 19.

in the check-list. Twenlyfive presents the validity

[21]

SERVICE THAT PROVIDES QUALITIES FOR MILITARY TECHNOLOGY

MORE PROMISE	MORE IMPORTANT
Knowledge of three weeks 4 10, 42	Immediate recognition of programme. 2011, 37, 38, 40.
Preliminary certificates 254	Program supervision week day in training. 2009, 38, 39.
Advancement in rank	Demonstration of for a military place varies.
Financial claim 254	Provides regulatory issues to programs 240.
Assignment to a special post. 254	Degree, duties, interrelate that the study the structure. 210
Leaves and time-off. 254	Implements training, interest, and motivations. 270.
Increased training programs civilian and military programs value. 240	

[22] (Numbers after the items above refer to check-list headings)

Per Jennings, Twenlyfive, Hugh, and Long present the following psychological principles: (1) A man learns only when he understands the values of the subject matter.

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[21] Twenlyfive, et al., op. cit., p. 32.

needs to learn it. (2) A man learns and remembers best when the subject is closely tied to that already known. (3) A person attends to one item of experience at a time, he cannot do two things at once, unless one of these is so completely habitual that no attention is necessary. (4) The learner should practice in the manner in which he is later to use his new facts and skills.[52]

Case evidence exists in the experience of the Navy at teaching recognition during World War II. Dr. Mendenhall followed the learning exhibited by various pilots. The amount learned from recognition was low while the pilots were training in the U. S., but learning jumped obviously to much improved results when the pilots were aboard carriers, steaming toward combat zones. He mentioned four principles quite generally accepted. Learning takes place most rapidly when a man 1. is aware of a goal, 2. understands the goal, 3. accepts the goal, and 4. sees the goal as immediate.[53] Check-list techniques #37, 38, 43, 45, and 51 include those principles.

52/ Pennington, et. al., op. cit., p. 15.

53/ From a conference held July 12th, 1947 with Dr. C. H. Mendenhall, Professor of Education, Ohio State University and Lt. Cdr., USNR.

made to learn it. (2) A man learns not necessarily best when the subject is closely tied to what already exists. (3) A person attempts to see item of experience as a item, he cannot do this thing at every, unless one of these is so objectively instead that no attention is necessary. (4) The learner should practice in the manner in which he is later to use the new facts and skills.[59]

Case evidence exists in the experiences of the Army at Vocational Guidance during World War II. Dr. Woodworth followed the learning conditions by various pilots. The account learned from experiences was the while the pilots were training in the U. S., but learning became obviously to most improved reality when the pilots were placed overseas, flying combat-ready planes. He mentioned four principles quite generally accepted. Learning takes place most rapidly when a man is aware of a goal, 2. motivation the goal, 3. accepts the goal, and 4. sees the goal as beneficial.[60] Dock-like technique (Dr. Dr. Dr. Dr. and Dr. Dr. Dr. patented).

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[59] Woodworth, et. al., op. cit., p. 18.

[60] From a conference held July 1948, IRAT with Dr. D. A. Macdonald, Professor of Education, Ohio State University and Dr., 1948.

Indoctrination literature and training material must be presented in a form the bluejackets will accept. Cleverly designed handbooks have many times proved much more effective than any number of lecturers, orders, and regulation books.[54] Technique #43 includes mention of the handbooks. One actual, bad example was a handbook which started, "Remember, you are here to work."

Eugene B. Maple presented a picture of the schooling methods available to industrial employees and he expressed the opinion that they were not completely satisfactory. He was looking for better methods. One concrete suggestion concerned testing. He notices a two hundred percent increase in the enrollment of adult trade classes in the field where the testing technique had been used. A test or experimental situation sometimes in itself stimulates production.[55]

54/ Some Naval vessels have quite excellent handbooks, e.g. the U.S.S. Leyte and the U.S.S. Albany. Also see W. B. Dominick, "The Employee Handbook; A Training Aid". Personnel Administration (May, 1942), Vol. 4, No. 9, pp. 3-5; Also see Alan C. Rankin, "A Survey of Employee Handbooks," Personnel Administration, (February, 1940), Vol. 2; and G. Bently, "The Employee Publication as a Morale Builder," Advanced Management (July-September, 1943) Vol. 8, No. 3, pp. 78-85.

55/ Eugene B. Maple, "Stimulating Employee Self-Improvement", Personnel Journal (March, 1941), Vol. 19, No. 9, pp. 316-324.

Industrialization Takeovers and Training Industrial Asset Is presented in a form the Industrialists will accept. Already Designed Barriers have many times proved such more attractive than any number of Lectures, Debates, and Negotiations Boards.[64] Technique did Institute question of the Investigation, One method, but Manager was a Marketing Which structure, the Machine, Jobs are Sure in apply."

Dugan S. Manly presented a picture of the Marketing Methods available to Industrial engineers and he convinced the audience that they were not essentially Multidisciplinary. He was leading the Better methods. The Industrial engineering Approached Training. He outline a two Industrial problems in-volved in the development of Profit Years changing in the Steel where the Training technique had been used. A Test of Improvement activities Approaches in Steel Industrial engineering[65]

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[64] Dugan Manly, Industrial Inter-Union Negotiations Committees, U.S.A., The U.S.A. Labor and the U.S.A. Steel. Also see "A Industrial, "The Industrial Engineer in Training and Development Industrial (Nov, 1962), Vol. 4, No. 6, pp. 5-9; also see also G. Wadlin, "A Survey of Employee Attitudes," Personnel Administration (January, 1960), Vol. 23 and R. Smith, "Job Objectives Training as a Service Profit," Personnel Management (July-August, 1960) Vol. 40 No. 1, pp. 18-22.

[65] Dugan S. Manly, "Industrial Engineers Daily-Improvement," Personnel Journal (March, 1962), Vol. 10, No. 4, pp. 212-214.

Some other principles concerning training are: Create adequate interests, attitudes, and purposes. Goals and standards must be adapted to pupil ability. Maximum efficiency demands a definite objective. Reward and praise may be effective incentives. Punishment probably has limited value.[56] Technique #42 mentions the value of tests.

Attitudes toward changes in environment are more important than the changes themselves. In one of the Westinghouse experiments an increase in lighting produced a definite increase in production. However, when intensity of illumination was experimented with again it was lowered below the original value and production increased still more. Almost any change improves production if it is taken in the right spirit.[57] The following things can help to prevent boredom and fatigue: 1. Take frequent rest pauses, 2. Change the nature of the activity, 3. Compete with others and with yourself, 4. Section the men into roughly equivalent groups so that men of somewhat similar background and abilities work together.[58] Check-list

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56/ D. G. Ryans, "Motivation in Learning", Yearbook of the National Society for the Study of Education (1942), Vol. 41, part 2, pp. 289-331. See also Pressey and Robinson, op. cit., pp. 200-229.

57/ Cameron & Ross, op. cit., p. 51. Also Roethlisberger and Dickson, op. cit., pp. 2 ff.

58/ Pennington, et. al. op. cit., p. 97.

from other principles regarding training and [illegible] adaptive interests, abilities, and [illegible]. Goals and standards must be adapted to local ability. Evaluation of library [illegible] a difficult objective. Service and [illegible] may be effective incentives. Professionals probably has ultimate value.[30] Technique [illegible] the study of [illegible].

Attitudes toward change in [illegible] are very important that time [illegible] dissolved. In one of the [illegible] experiments on interest in lighting produced a definite increase in production. However, when [illegible] of illumination was [illegible] with [illegible] it was lowered below the original value and production increased with more. Almost any change improves production if it is taken to [illegible] motive.[31] The following [illegible] help to prevent [illegible] and fatigue: 1. Take frequent rest periods. 2. Change the nature of the activity. 3. Complete with effort not all at [illegible]. 4. Position the [illegible] roughly equivalent groups so that each of [illegible] [illegible] background and abilities work together.[32] Group-[illegible]

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[30] R. Brown, "Motivation in Learning", Handbook of the National Society for the Study of Education (1948), Vol. 48, part 2, pp. [illegible]. See also Freeman and Hullfish, op. cit., pp. [illegible].

[31] Chapman & Hawes, op. cit., p. 81. Also Industrial Engineering and Stecson, op. cit., pp. [illegible].

[32] Pennington, et. al. op. cit., p. 87.

techniques #14, 15, 28, 33, and 25 include the above principles.

There should be fairness in all dealings between officers and men. For example, some promotion systems are supposedly based on merit, the best man to get the job if qualified, but in fact, they may not effect advancements on merit. It happens sometimes ~~that~~ when vacancies exist for promotion that there are men who consider themselves qualified for promotion but that the officers seem to consider them not qualified. It is only fair that if a man is qualified he should be considred automatically, and that if he is not qualified he should be cognizant of the fact. This requires up to date, accessible records. Decisions must be based on facts, not on vague feelings. Techniques #39, 42, and 43 attempt to show this.

George Jay Anyon attempted to codify an evolving program to satisfy the present labor-management troubles. Much of his plan had to do with the motivation of workers. It was based both upon what the trade unionists have indicated they want to accomplish or the conditions they seek to create or find in industry, and various managerial principles from which the wants were taken. Grievance items which apply here are listed.[59]

59/ George Jay Anyon, "Trade Unionists and Scientific Management", Advanced Management (June 1947), Vol. XII, No. 2, pp. 56-73. See also John A. Overhold, "Grievance Procedures as Aids to Morale", Personnel Administration (May, 1943), Vol. 5, No. 9, pp. 8-9.

that there are men who consider themselves qualified for promo-

1. The greatest cause of controversy is to be found in the misuse of managerial power and authority. It is a more decisive force than the profit motive.

2. Any controversies arising are to be subject to the "Grievance procedure".

3. All grievances should be settled as near the point of origin as is possible, as speedily as possible, and on their merits.

4. A procedure must be established for the settlement of grievances. There should be provided, by mutual agreement, a final determination of unsettled grievances and the procedure to be followed.

5. The procedures must facilitate settlement of grievances by the establishment of the successive steps and methods of presentation of grievances and the appeal from one step to another.

The handling of complaints is stressed by the majority of military leadership books, however, few of them proposed the formalized procedures used by industry. The trend is in the direction of expanded grievance procedures. Our sailors are U. S. citizens who know the grievance systems. They will want one in the Navy. And the Navy will benefit by having one. The present informal system usually used will

1. The greatest cause of controversy is to be found in the dilemma of commercial power and authority. It is a more decisive force than the public notion.

2. Any conformation criterion may be subject to the "criterion procedure".

3. All criterions should be settled as fair by the point of origin as is possible, or results in cancellation and the ideal series.

4. A procedure must be established for the settlement of grievances. There should be provided, by mutual agreement, a final determination of unsettled grievances and the procedure to be followed.

5. The procedure must identify authoritative vendors by the establishment of the necessary steps and methods of presentation of grievances and the appeal from one step to another.

The handling of complaints is governed by the majority of utility investigation boards, however, they do close principal the formalized procedure used by industry. The focus is in the direction of external grievance procedure. The criterions are U. S. citizens who know the grievance situation. They will meet one in the away. And the theory will benefit by having one. The present informal system usually work well

always work well, but not in all cases.[60]

The steps presented by R. C. Davis for improving morale are actually steps for handling grievances, except that no step is listed for making the complaint.

1. Investigation, before or after a complaint.
2. Determination of clashes.
3. Conferences on those conflicts.
4. Adjustment.
5. Indoctrination in the adjustment made.
6. The development of focal points of common interests.
7. Morale maintenance.[61]

Check-list techniques #23, 34, 43, and 45 mention these principles.

Nine requisits to good morale have been presented by Walker.[62] Briefly, they are listed below with references to motivation

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60/ E. L. Munson, Jr., Leadership for American Army Leaders (The Infantry Journal, Washington, 1944), pp. 51-54, pp. 76-78. Munson presents the usual methods of handling complaints in the services. See also National Research Council, Psychology for the Fighting Man (Infantry Journal-Penguin Books, Washington, 1943), pp. 311 f.

61/ Davis, op. cit., p. 505.

62/ Harvey Walker, Public Administration in the United States (Farrar and Rinehart, Inc., New York, 1937) pp. 191 ff.

always work well, but was in all cases.[99]

The steps promoted by G. V. Davis for improving manual and automatic steps for monitoring performance, namely that so also is listed for making the monitoring:

1. Investigation, before or after a monitoring.
2. Determination of objectives.
3. Conformance to audio auditing.
4. Adjustment.
5. Innovations in the adjustment work.
6. The development of final criteria of human interaction.
7. Manual satisfaction.

Case-study techniques (Ch. 3a, 3b, and 4d monitoring phase principle).

Also techniques to grad monitor have been presented by author. Mainly, they are linked below with reference to monitoring.

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[99] G. V. Davis, Jr., Investigation for improvement from Judgment (The Infantry Journal, Monthly 3-4, 1941), p. 31-34, pp. 99-100. Besides provided the usual methods of monitoring complaints in the service. The Army National Guards Council, Procedure for the Training Man (Infantry Journal-Washington Bureau, Washington 1941), pp. 201 f.

[100] Davis, op. cit., p. 99.

[101] Harvey Walker, Public Administration in the United States (Farrar and Rinehart, Inc., New York, 1937) pp. 111-12.

techniques in which the principles are mentioned:

1. Fairness #39
2. Leadership #all
3. Equal pay for equal work. #54
4. A scheme to measure individual efficiency. #37,38
5. Career security #41,42
6. Recognition - previously listed.
7. A fair and adequate retirement system.
8. A well rounded social program. #2, 5, 28.
9. Organization of employees.

Walker's principle concerning a scheme to measure individual efficiency deserves more mention. Alford and Bangs claim that "incentives can be applied successfully wherever there are established tasks; conversely, no incentives can be applied successfully where there are no established tasks." Improvement in methods, tools, and motions that comes during the establishment of correct tasks makes possible an improvement in labor efficiency, but it is the incentive that releases human energy and cooperation. 63/

The foregoing is true for several reasons. Almost any goal clarifies the man's purpose and increases production.

63/ L. P. Alford and J. R. Bangs (eds.) Production Handbook (The Ronald Press Co., New York, 1944), p. 1177.

[illegible] is which the criticism are multiple:

1. Fairness (?)
2. Leadership skill
3. Speak only for usual words, use
4. A scheme to measure individual effectiveness, etc.,so
5. Gender equality (?)
6. Emoopathies - previously listed.
7. A fair and adequate performance system.
8. A well provided social program, (?) [illegible]
9. Organizations of employees.

Bailey's potentially successful a scheme to measure individual effectiveness deserved more mention. Alford and Hugo claim that "incentives can be applied successfully whenever there are measurable jobs; necessarily no incentives can be applied successfully where there are no measurable jobs."[illegible] Improvement in productivity, however, not evidence that comes through the motivation of workers could also mean, as improvement in labor efficiency, but it is the incentive that produces human energy and productivity.[illegible]

The foregoing is true for several reasons. Human energy and activities the work's progress and improvement.

[illegible] L. P. Alford and J. B. Hugo (eds.) Production Handbook (The Ronald Press Co., New York, Inside p. 2417).

It also measures his progress, allows him to know what is desired or considered satisfactory performance, and it makes possible forms of competition.

Alford and Bangs present as one, good, non-financial incentive, a system of individual production records. These may include data on any or all of quantity produced, quality, economy, the ideal, the best ever achieved, and the best the individual has ever achieved. Such records may be posted.[64] Many industries have got remarkable incentive results from merely passing around a symbol of some sort, placing it in the department which for the last week or period ranked first on the basis of the above records.

Some men need harder jobs.[65] The best incentive to the employee to be productive is to be placed upon a job in which he can succeed, and in which his success will receive appropriate recognition.[66] But if the level of the goal is set too high it tends to reduce motivation.[67] These points are mentioned in technique #14.

64/ Alford and Bangs, op. cit., p. 1248. See also the chapter "Measures of Performance", p. 1392 ff.

65/ Cameron and Ross, op. cit., p. 20

66/ Army Service Forces Manual M212 Civilian Personnel Officer's Handbook (Army Service Forces, April 1945), p. 40.

67/ R. R. Sears, "Personality and Motivation," Review of Education Research (1944), Vol. 14, pp. 368-380.

It also measures his purposes, allows him to know what is desired or considered satisfactory performance, and it makes possible forms of competition.

Alford and Beagle present us one, good, non-financial incentive, a system of individual production records. These may include data on any or all of quantity produced, quality, economy, the level, the best ever achieved, and the best the individual has ever achieved. Such records may be posted.[84] Many industries have got considerable incentive benefits from merely posting around a record of each week, placing it in the department which for the last week or period reached first on the basis of the above criteria.

Some can need further goes.[85] The best incentive to the employee to be productive is to be given more a job in which he can succeed, and in which his success will receive appropriate recognition.[86] But if the level of the goal is set too high it tends to cause frustration.[87] These points are mentioned in Lockwood p.12.

84/ Alford and Beagle, op. cit., p. 158. See also the chapter "Measurement of Performance", p. 1[illegible] 42.

85/ Dawson and Ross, op. cit., p. 80

86/ Arne Gerdvin Jensen Personal Data Sheets Helping Management Employee Relations (Ann Arbor Publication Service, Inc., 1[illegible]), p. 40.

87/ R. M. Evans, "Personality and Motivation," Review of Educational Research (1941), Vol. 11, pp. 3[illegible]-3[illegible].

A conclusion drawn by Young was that "The adjustment of an individual to his task involves a variety of interrelated factors, a number of which have been studied experimentally. Among these are the subject's understanding of the nature of his task, his method of working, the visual and other sensual guidance which he may utilize in carrying out an activity, his preparatory set as established by the quantity of the work initially presented, a knowledge of the results of his work, and a group of factors which go to make up what is commonly called "attitude", such as enthusiasm, interest, and self-reliance." Some of these ideas have not been discussed previously in this chapter. They are included in check-list techniques #14, 36, 42-44, 46 and 54. Young later enlarges one of the above points by saying that the experiences of success and failure depend largely upon one's goal or level of aspiration. Success or failure feelings are relative to individual ability.[68]

Competition is in itself an effective incentive. The Navy has always used many competitive drills and exercises to stimulate learning and interest. Individual competition is superior often to group competition. This occurs because each individual is stimulated, not only kep personnel

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68/ Young, op. cit., p. 260 f. and p. 332.

A generalization drawn by Young has said that "the activities of an individual in his task involves a variety of interrelated factors, a number of which have been shown experimentally. Among these are the subject's understanding of the nature of his task, his method of working, the visual and other sensual guidance which he can utilize in carrying out an activity, his preparatory set or anticipation of the remaining of the work initiality presented, a knowledge of the results of his work, and a group of factors which go to make up what is commonly called 'attitude', such as motivation, interest, and self-reliance." Some of these items have not been discussed previously in this chapter. They are included in such-like tendencies (4), (5), (9-10), (8) and (9). Young later enlarges one of the above points by saying that the experiences of success and failure depend largely upon their goal or level of aspiration. Success or failure feelings are relative to individual utility.[36]

Competition is in itself an effective incentive. The Army has always used many competitive drills and exercises to stimulate training and learning. Individual competition is especially often to group competition. This process has been such institutional in "Athenians", not only the gymnasium

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[36] Young, op. cit., p. 280 f. and p. 282.

on the team. It is preferable to use a system in which each man can win by beating a record, rather than a system in which one man wins and all the rest lose.[69]

If a leader desires a man to produce efficiently, he must be given sufficient authority to do the job and he must be given necessary assistance when requested.[70] But, more than that, any assistance which can be given a man usually can be considered a motivational device. It should improve efficiency in some way to so qualify. This can be in the form of training, increased knowledge, a better understanding, a better method, or a better tool. See technique #40.

Work simplification developed during World War II at an accelerated rate. It is not new, but it is of proven value in industrial jobs and might well be applied to Navy jobs. Some Naval personnel may not be especially pushed to complete the assigned work, but some yeomen, gunners, shipfitters, and others never seem to get their work done. Certainly, help is in order.

Some of the work simplification techniques are:[71]

69/ McGeoch, op. cit., p. 270.

70/ Davis, op. cit., p. 71 ff.

71/ Fite, H. H. "Training Supervisors in Management Analysis", Public Personnel Review (April 1945) Vol. 6, No. 2, p. 92 ff. Also see: John J. Kennedy and F. J. Waldenfelds, "The Responsibility Distribution Chart: A Classification and Administrative Analysis Tool", Public Personnel Review, (Oct., 1943), Vol. 4, No. 4., pp. 254-259.

on the home. It is preferable to see a rather in which each man can win by beating a rival, rather than a system in which one man wins and all the rest lose.[69]

If a leader believes a man is greater efficiency, he must be given sufficient authority to do the job and be must be given necessary qualifications when incorrect.[70] Only once than that, any assistance which can be given a man quality can be could have without harm. It should improve efficiency in some way to do quality. This can be in the form of training, increased knowledge, a better methods, a better method, or a better tool. Are technical job

Most qualification involved during 1970 are 22 or associated data. It is not such, but it is of problem which is important jobs and might well be helpful to many jobs. Some final personal may not be capability people to compete the assigned work, the same problem, quality, availability and effort never seem to get their work done. Certainly, help is in order.

Some of the work qualification problems are[71]

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[69] Swanson, op. cit., p. 270.

[70] Davis, op. cit., p. 71-77.

[71] Pino, T. R. "Problems Encountered in Management and Jobs Fail to Performed Jobs" (April 1969) Vol. 9, No. 3, p. 30-33. Alexander, John L. Kennedy and F. J. Schlueter. "The Responsibility Shortcomings Due to a Centralization and Qualitative Analysis Tool", Public Personnel Review (Jan., 1969), Vol. 4, No. 4, p. 248-250.

1. The work distribution chart.
2. The process chart.
3. The work count.
4. Better scheduling charts.
5. Job analysis.
6. The responsibility distribution charts.

These items are mentioned in techniques #46 and 54.

Scientific personnel management is a phrase which usually refers to one of the following three efforts:

1. The methods used in selecting men for specific jobs.
2. The methods used for rating and promoting men.
3. The recording of pertinent data in order to provide a reliable and accessible report on each man.[72]

Selection tends to avoid the problem of improving each man, at least it is a negative approach to motivation. The potentialities of well applied motivation techniques are emphasized in the following quotation from Horchow.[73] "If there is one significant fact which has come out of this

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72/ Pennington, et al., op. cit., p. 159. For general information on these phases see Viteles, M. S., Industrial Psychology (W. W. Norton & Co., 1942), Passim.

73/ R. Horchow, "Military Personnel Administration: The United State's Army", Public Personnel Review, (April, 1943), Vol. 4, No. 2, p. 106.

Army job of placement, it is the affirmation of the almost limitless flexibility and adaptability of the human being."

"This and the amazing picture of the release of human capacity held in bounds in civilian life by the narrow confines of a job or a chance acquired skill, should be seriously pondered by our civilian personnel administrators."

The Navy has long had standard procedures for aiding bluejackets in obtaining financial aid. Experience has shown that it has been of great value.[74] The Navy pay scale is graduated reasonably well for incentive purposes, but alone it often fails to induce a man to accept more responsibility. The effect of financial incentives is an immediate increase in output, but the effect soon wears off after a promotion. Gain incentive works best if kept temporary, especially if immediately prior to holidays.[75] Industry is well agreed that the value of an incentive bonus is soon lost unless it is maintained temporary in the mind of the

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74/ Small sums are loaned from the Ship's Welfare Fund. When greater amounts are needed, officers help bluejackets to obtain loans from the Navy Relief Society. Because of the Navy Relief policy of restricting loans to specific types of needs, those of many men are not satisfied. See Lincoln Clark, "A Credit Union as a Part of a Personnel Program", Public Personnel Review (October, 1943), Vol. 4, No. 4, pp. 219-229. Clark surveys the field and presents figures tending to prove the credit union of great value.

75/ Cameron and Ross, op. cit., p. 45.

every job of management, it is the differentiation of the children intelligence flexibility and adaptability of the human being."

"This and the remaining pictures of the children of human capacity help in growth in civilian life by the further development of a job or a human component skill, should be approximately produced by our civilian personnel establishment."

The Army has long had standard procedures for utilizing civilian[illegible] in civilian financial aid. Experience has shown that it has been of great value. [34] The Army pay scale is practically reasonably well for industrial purposes, but alone it often fails to induce a man to accept more responsibility. The effect of financial incentives in an industrial increase in output, but the effect soon wears off after a promotion. Only industrial studies have it been conclusively established that [illegible] [35] Industry is well aware that the value of an industrial house is more than money. It is established temporary in the mind of the

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[34] Small sums are issued from the unit's welfare fund. Some greater amounts are needed, officers help [illegible] in civilian jobs from the Army relief society. Remarks of the Army Relief policy of rehabilitation [illegible] of specific types of needs, those of usual use are not monetary. See Lincoln Clark, "A Small Index on a List of a Treatment Program", Public Personnel Review (October, 1951), 3[illegible], No. 4, pp. 19-[illegible]. Clark describes the small and generous figures [illegible] the specific value of direct [illegible].

[35] Cameron and Mann, op. cit., p. 66.

of the individual. It has proved much more successful if bonus pay is given as a separate check, something obviously extra.[76] This principle would seem applicable to the Navy. Special pay is awarded in the Navy for special duties and for excellence in arms.[77] The increase, usually $5.00, is lost in the regular pay. The principle from industry would seem to indicate that more incentive value would be obtained by the Navy if a plan were adopted of separating the special money, possibly by distributing monthly standard $5.00 checks. The facts of this paragraph are expressed in motivation techniques #24, and 27.

Zubin's experiment with children in the classroom sheds some evidence on the value of rewards. A reward was offered for speed in simple mental functions. The actual prize was not named but was made to sound desirable. All but 6% of the children increased in speed. There was slight difference between grades, but there was a slight trend for the increase to be greater in higher grades, and the variation in speed between individuals was consistenly smaller under incentive conditions than under non-incentive conditions.[78]

76/ Davis, op. cit., p. 527.

77/ United States Navy, Bureau of Naval Personnel Manual, Article D5312, "Qualifications for Extra Compensation for Use of Arms," p. 175.

78/ Joseph Zubin, Some Effects of Incentives, (Columbia University, Teachers College Bureau of Publications, New York, 1932), passim.

of the institution. It has proved much more successful if some part is given as a separate class, something distinctly extra.[70] This principle would seem applicable to the Navy. Special pay is awarded in the Navy for special skills and the conditions in such.[71] The inconvenience resulting from lack in the regular pay. The potential from industry would seem to indicate that some incentive value would be obtained by the Navy if a plan more adapted of rewarding the special ability, possibly by distributing monthly standard $1.00 bonus. The facts of this paragraph are expressed in conversation between pers 204, and 27.

Table's experiment with abilities in the classroom shows evidence on the value of rewards. A reward was offered for speed in simple mental functions. The actual prize was not desired but was made to sound desirable. And but of the abilities increased in speed. There was slight difference between groups, but there was a slight trend for the increase to be greater in higher grades, and the variation in speed between individuals was considerably greater than incentive conditions than under non-incentive conditions.[72]

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[70] Davis, op. cit., p. 217.

[71] United States Navy, Duties of Naval Personnel (Washington [illegible]), "Qualifications for Naval Commission" for Use of Arms," p. 178.

[72] Joseph Tuddin, Some Effects of Incentives, (Columbia University, Teachers College Contrib. Studies of Institutions, New York, 1921), passim.

Pennington presents three rules which he says must be used if a reward system is to apply effectively. In brief, these are: 79/

1. The recognition should be appropriate to the deed.
2. The reward must be desired by the men -- in instructional situations a reward is prized only when the men's desires for it relate to (a) getting approval from their officers and fellow soldiers, (b) recognition and prestige of the squad or the individual, (c) spare time and recreation, (d) merits and marks.
3. The reward must be impartially awarded.

Technique #24 in the check-list suggests the use of rewards.

79/ It is said that if a man is to accept responsibility he will do so for one or more reasons. He may like the prestige it gives, the feeling of achievement, the increased pay, the freedom, or the increased privileges. The questions are: "What?," and "How much"? will induce him to accept responsibility. The Russians have found it necessary to compensate plant managers and executives with special privileges in addition to salaries, such as special houses, furnishings, vacations

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79/ Pennington, et. al., op. cit., p. 70.

Huntington presents three points which he says must be met if a trained system is to survive effectively. In brief, these are:

1. The professionals should be responsive to the land.
2. The power must be checked by the one — in institutional situations a power is created only when the model's desires for it result in (a) yielding expected from their efficient and friendly relations, (b) responsibility and prestige of the regard or the institutions, (c) appeal from them and responsibility, (d) service and power.
3. The power must be responsibility authority.

Huntington (20) in the cross-list suggests the use of power.

It is said that if a man is to accept responsibility he will do so for one or more reasons. It may take the prestige it gives, the feeling of achievement, the interested by the Creation, or the increased privileges. The non-civilian "Army," not "Our Army" will have risk to accept responsibility. The Canadian have found it necessary to emphasize plant managers and executives with special instructions in addition to salaries, such as special bonuses, flexibility, weekliness

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20/ Huntington, op. cit., op. cit., p. 90.

at better class hotels, and ability to buy special goods at special stores.[80] Many opinions and cases quite well establish it as a fact that financial incentives are not enough.

Motivation must be on the basis of a need or an active want.[81] A manager often fools himself when he "guesses" he knows what the men want. Whenever the importance of a problem as the boss sees it is compared to the importance as the employee sees it, the difference is large.[82] Man's desires are essentially personal. He must be treated as an individual. One cannot expect a man to sacrifice some possession, freedom, or value, unless he expects in some way to be compensated.[83] Rewards are useful to motivate

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80/ W. J. Wample, "What is the Right Incentive for Supervision?" Incentives for Management and Workers, Production Series, No. 161. (American Management Association, 1945), pp. 3-10.

81/ Ralph M. Hogan and Fern L. Hall, "Making Effective Training Plans", Personnel Administration, (November, 1943), Vol. 6, No. 3, pp. 20-23.

82/ See Eugene J. Benge, How to Make a Morale Survey, (National Foremen's Institute Inc., Deep River, Conn., N.Y. & Chicago, 1941), p. 24. Also see A. Kolstad, "Employee Attitude in a Department Store", Journal of Applied Psychology (October 1938), Vol. XXII, No. 5, pp. 480-479.

83/ Davis, op. cit., pp. 503 f., 538 f., and 101.

of Delphic claims latently, and ability to lay reasonable grounds at special trouble. [illegible] Many epiphanies and dreams quite well established it as a fact that Theoretical Jurisdiction is not enough.

Motivation must be on the basis of a fact or an active want. [illegible] A lawyer advise Proto Diagnosis claims to "generally be known what the any want. Monetary via Legislation of a problem of the Does have it is required to the Investigating on the negligence when it, the attributes or large. [illegible] Marital desires are essentially personal. The need to speak of an initiative. The answer answer a one to something every possibility, creation, or value, values be essential in some way to the negligence. [illegible] Therefore are needed to activate

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[illegible] W. J. Langley, "What is the Right Theories for Dynamic Right?" Indentifying the Unconscious and Morality, Critical Prism Publish, Ch. 2004, Immortal Unconscious Attractions, 1194-1, pp. 5-10.

[illegible] Ralph K. Hayes and Fred L. Hall, "Making Effective Strategy Plans", Financial Materials/Stock, Throughout Sort, Vol. 8, No. 4, pp. 8-20.

[illegible] Don Cayman J. Jones, How to Take a Stock in Sorts, (Ohio: Smart Forces's Industrial Index Sort Hilton, Inc., 1.1, A Chicago, 1941), p. 96. Also see L. Eckline, "Shopping Activate in a Sort Sweet Stock", Summer of Jonline Prevalent (October 1930), No. Xxiii, No. 6, pp. 4[illegible]-4[illegible].

[illegible] Davis, op. cit., pp. 300 f., 301 f., and 100.

men, but they can take many forms, wealth, self-preservation, power, sentiments, tastes, etc., depending on the individual concerned.[84]

A very fine classification of industrial incentives by Dennison Manufacturing Co., is presented in tabular form by Alford and Bangs. Some of the principles presented therein are included here.[85]

1. Individual application of incentives tends to produce strong but non-cooperative motivation. Group application on the other hand yields weaker but cooperative motivation.

2. A high rate of pay with a low bonus rate compared with the reverse is in general less strong as a motivating device toward the task but it facilitates hiring.

3. A financial bonus incentive tends to be considered as part of the regular pay when it is constant. It is then a relatively weak incentive. On the other hand, a fluctuating incentive is discouraging to some men.

A useful part of these three principles is included in the check-list, technique #58.

Positive motivation is morale building. Negative motive by the use of fear, punishment, force, and threats is not

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84/ Higgins, loc. cit., Chapter III.

85/ Alford and Bangs, op. cit., figure 36, p. 1229.

[illegible] the study can take many forms, such as, self-[illegible], power, [illegible], [illegible], etc., depending on the individual [illegible].[89]

A very fine demonstration of individual incentives by Lincoln Manufacturing Co., is presented in Bobbie Ann [illegible] by Alford and Beaman. Some of the principles presented there-in are included here.[90]

1. Individual application of incentives tends to promote strong and non-cooperative motivation. Money suggestions on the other hand yields weaker but cooperative motivation.

2. A high rate of pay with a low bonus rate required with the reverse is in general true among an activating during toward the task for it facilitates training.

3. A financial bonus incentive tends to be considered as part of the regular pay when it is overused. It is then a relatively weak incentive. On the other hand, a financial incentive is discontinued by from time.

A useful part of these three principles is included in the macro-list, [illegible] [illegible].

Positive motivation is usually building. Negative motive by the use of fear, punishment, force, and threats is not

---

[89] Higgins, Inc. cit., Chapter III.

[90] Alford and Beaman, op. cit., Chapter IX, p. 1[illegible].

morale building.[86] A part of the secret instructions of Frederick the Great to his generals shows an example of negative motivation:

> The strictest care and the most unremitting attention are required of the commanding officers in the formation of my troops. The most exact discipline is ever to be maintained, and the greatest regard paid to their welfare; they ought also to be better fed than almost any troops in Europe.
>
> Our regiments are composed of half our own people and half foreigners who enlist for the money; the latter only wait for a foverable opportunity to quit a service to which they have no particular attachment. The prevention of desertion therefore becomes an object of importance.
>
> ##########################
>
> Though my country be well peopled, it is doubted if many men are to be met with of the height of my soldiers: and supposing even that there was no want of them, could they be disciplined in an instant?
>
> It, therefore, becomes one of the most essential duties of generals who command armies or detachments, to prevent desertion. This is to be effected:
>
> 1st. By not camping too near a wood or forest, unless sufficient reason requires it.
>
> 2nd. By calling the roll frequently every day.
>
> 3rd. By often sending out patrols of hussars, to scour the country about the camp.
>
> 4th. By placing chasseurs in the corn by night, and doubling the cavalry posts at dusk to strengthen the chain.

86/ Cameron and Ross, Op. cit., p. 40.

morale building.[1] A part of the general instruction of

Prederick the Great to his generals shows an knowledge of

negative motivation:

> The strategist must use the most materialistic stimulus are required of the commanding officers in the execution of my orders. The best card distribution is away to be maintained, and the punishment regard paid to their military; they ought also to be better fed than almost any troops in Europe.
>
> The regiments are composed of half a dozen rascals and half foreigners who exist for the country for instance the only tenet they possess sufficient to call a service to which they have no particular attachment, the prevention of desertion therefore becomes an object of importance.

WWWWWWWWWWWWWWWWWWWW

> Though my troops be well paid, it is doubtful if many can be so not with of the height of my soldiers; and regarding even that there are so many of them, could they be disciplined in an instant
>
> 7th, therefore, becomes one of the most meaningful duties of providing the proper morale or intelligently to prevent desertion. This is to be effected:
>
> 1st, by not keeping too much a mind or thought, unless sufficient motive requires it.
>
> 2nd, by calling the roll frequently every day.
>
> 3rd, by often counting out patrols of harmony, to keep the country about the camp.
>
> 4th, by closely observing in the same by night, and keeping the capital point at least to strengthen the chain.

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[1] Quoted from Lord [illegible] op. cit., p. 90.

5th. By not allowing the soldiers to wander about, and taking care that each troop be led regularly to water and forage by an officer.

6th. By punishing all marauding with severity, as it gies rise to every species of disorder and irregularity.

7th. By not drawing in the guards, who are placed in the villages on a marching day, until the troops are under arms.

8th. By forbidding, under the strictest injunctions, that any soldier on a march quit his rank or division.

9th. By avoiding night marches, unless obliged by necessity.

10th. By pushing forward patroles of hussars to the right and left, whilst the infantry are passing through a wood.

11th. By placing officers at each end of a defile, to oblige the soldiers to fall into their proper places.

12th. By concealing from the soldier any retrograde movement which you may be obliged to make, or giving some specious, flattering pretext for so doing.

13th. By paying great attention to the regular issue of necessary subsistence, and taking care that the troops be furnished with bread, flesh, beer, brandy, etc.

14th. By searching the cause of the evil, when desertion shall have crept into a regiment or company, enquiring if the soldier has received his bounty and other customary indulgencies, and if there has been no misconduct on the part of the captain. No relaxation of discipline is however on any account to be permitted. 87/

87/ Friedrich II der Grosse (Foster Translation), Military Instructions from the Late King of Prussia to his Generals, (J. Crutwell, Sherborne, 1997), p. 1. Also quoted in Pennington, et al., op. cit., p. 130.

All writers on military leadership emphasize the need for discipline to be developed, in order that obedience may be satisfactory, particularly under the stress of battle. The term "discipline" has changed thoughout the years. Each writer defines discipline to suit himself. Discipline is now considered to be desirable, necessary, good, or bad, depending on the interpretation of its meaning. There are six dictionary meanings for the word discipline:

1. Obs. Teaching; instruction.
2. That which is taught to pupils.
3. Training which corrects, molds, strengthens, or perfects.
4. Punishment; chastisement.
5. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; as troops noted for their discipline.
6. Rule or system of rules affecting conduct or action. 88/

Military leaders are generally thinking of definitions #3 and #4, and the last half of definition #5. Item #4 is included by most military writers as an undesirable form of negative motivation which should be minimized. 89/

88/ Webster's New International Dictionary (G & C Merriam Co, Springfield, Mass., 1934), 2nd Ed., p. 743.

89/ See such as Pennington, et. al. op. cit., pp. 127-157, & 224.

All writers on military leadership emphasize the need for disciplina to be developed, in order that obedience may be satisfactory, particularly under the stress of battle. The term "disciplina" has changed throughout the years. Some writer defines discipline to mean obedient. Discipline is now considered in the development, consciously, good, or bad, depending on the interpretation of its meaning. There are six dictionary meanings for the word disciplina:

1. Obe. Training; instruction.

2. That which is taught to pupils.

3. Training which corrects, molds, strengthens, or perfects.

4. Punishment; correction.

5. Control gained by enforcing obedience or order, as in a school or army; behavior, orderly conduct; as troops noted for their discipline.

6. Rule or system of rules governing conduct or action. [10]

Military leaders are generally divided on Articles 24 and 25, and the last half of Article 26. Item 24 is limited by most military writers as an unmistakable form of negative motivation which should be minimized.

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[9] Webster's New International Dictionary (G & C Merriam Co, Springfield, Mass., 1961, 2nd Ed., p. 708.

[10] See book on Psychiatry, op. cit. op. cit., pp. 126-127, & 224.

Writers on industrial management often attempt to prove that discipline is not necessary, because more democratic methods, in many examples have produced better morale , have increased production, and have improved efficiency. Some of these more democratic methods are the systems of discipline by consent, labor-management conferences, consultive supervision, participation by labor in the management function, labor unions, etc.

Citizens in general and the public schools seem to deplore military discipline, because it is their ideal that each person be developed as an individual, that freedom as contrasted to discipline develops better men. Quotations are often produced to show that the American man is the best fighting man in the world because he has more initiative, more understanding, and more ability to meet each situation successfully. All this is produced to prove that the traditional military discipline is unnecessary.

Industrial managers usually think of discipline in terms of definition #4, the punishments usually taking the form of penalties, fines, reprimands, and discharges, yet, there is usually a statement to the effect that such discipline is a last resort and not desirable. There is talk and some practice of a system of "discipline by consent."[90]

90/ See Scott, Clothier, Mathewson, and Spriegel, op. cit., p. 290.

Systems on industrial management often attempt to prove that diversification is not necessary because more economical methods, in many examples have proved inferior, have lowered production costs, and have increased efficiency. Some of these more democratic methods are the systems of diversification by norms, labor-management committees, employee participation, participation by labor in the management structure, labor unions, etc.

Citizens in general and the public schools even in peacetime military diversification, however, is in their direct land each person be surrounded as an individual, than increase as contributed to diversifying further men. Individuals are often prepared to show that the American men in the best high school and in the world however on has more initiative, more motivation, and more ability to meet such situations successfully. All this is produced by proves that the traditional military diversification is unnecessary.

Industrial management usually think of diversification in terms of definition 4b, the psychological reality making the form of personality, class, experience, and circumstances, yet there is usually a statement in the effect that such diversification is a fact process and not desirable. There is lack and some principle of a system of "diversification by nominal."[20]

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[20] Dee Hoyt, Diversity Maintenance and Curriculum, op. cit., p. 320.

Critics of the Army and Navy generally think of military discipline in terms of definitions #4 and the first half of #5.

Military leaders usually cite some example to prove the need for discipline: General Sherman wrote as follows concerning the First Battle of Bull Run:

> We had good organization, good men, but no cohesion (no common bond in a situation of rush and distress), no real discipline, no respect for authority, no real knowledge of war. Both were fairly defeated, and whichever had stood fast the other would have run." 91/

There are many such quotations and examples available scattered from earliest history to the present day. There can be no doubt that military efficiency depends in no small part upon how well the officers and men get along together in the achievement of their common goal. Any degree of maladjustment, therefore, is sure to lessen the bluejacket's effectiveness as well as that of his shipmates. 92/

There seems to be little real disagreement between the military leader of today, the industrial leaders, the educators of the nation, and the U. S. citizens concerning what

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91/ Pennington, et al., op. cit., p. 132.

92/ Pennington, et. al., op. cit., p. 189.

critics of the Army and Navy generally taken of military discipline in terms of indoctrination in and the first half of 20.

Military leaders usually did even example to prove the need for discipline. General Sherman wrote on failure concerning the first battle of Bull Run:

> We had good organization, good men, but no cohesion (no common feel in a division of river and discipline), no real discipline, no respect for authority, no real knowledge of war. Such were Volunteer Generals, and volunteers had what fact the other would have it.* [21]

There are many such quotations and examples available material from military history to the present day. There can be no doubt that military authoritarian discipline is an small part upon how well the officers and men get along together in the substratum of which modern gang. Any group of malfunctioning, therefore, is more to lessen the disciplinary effectiveness in part or full of the detachment. [22]

There seems to be little real disagreement between the military leader of today, the industrial leaders, the businessmen of the nation, and the U. S. citizens concerning what

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[21] Fenlington, et al., op. cit., p. 158.

[22] Fenlington, et. al., op. cit., p. 158.

state of discipline is desirable. The only differences concern definitions and beliefs concerning military discipline. Following are a few conclusions which are acceptable to all persons, with few exceptions, or which are verified by facts:

1. Good discipline is a process of education and punishment is a last resort.[93]
2. A well disciplined outfit needs little punishment.
3. Punishment is the negative aspect of discipline.
4. Mass punishment should be avoided.[94]
5. United States citizens are liberty-loving and not as amenable to strict regimentation as some peoples.
6. Standardized procedures and methods are desirable to a great extent.
7. There are times when quick decisions from a central authority are necessary and they must be obeyed to achieve success.
8. In that discipline of the body means physical training and hardness of the physique or spirit, it is desirable.

93/ F. A. Magoun, "Principles of Disciplining", Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

94/ F. A. Magoun, "Principles of Disciplining," Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

ntate of dissolution in Israelitic. The only differences con-
cern definitions and bulkier concerning skillful dissolution.
Following are a few correlations which are noteworthile to all
persons with the exception, on which are verified by Sarvel

1. Good dissolution is a process of education and
preparement in a long range.[24]

2. A well dissolutioned entity needs little punishment.

3. Punishment is the negative aspect of dissolution.

4. Good publicement should be avoided.[25]

5. Social factor matters are identity-loyal and
not as essential in strict requirements in com-
panies.

6. Disciplinical procedures and methods are desirable
to a great extent.

7. There are times when rules deviations from a
national authority are necessary and they must be
adapted to achieve success.

8. In that dissolution of the body means physical
training and hardness of the physique or health,
it is desirable.

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[24] A. Sarvel, "Principles of Dissolution", Personnel (November 1948), Vol. 25, No. 3, pp. 125-131.

[25] T. A. Magnus, "Principles of Publicing," Personnel (November 1948), Vol. 25, No. 4, pp. 128-140.

9. When crimes are committed punishment is usually necessary.

10. The act must be punished rather than the man.[95]

11. The nature of the punishment must be a logical out-growth of the act.

12. Punishment, when deserved, should be sure and immediate.

13. Punishment must be administered unemotionally.

14. Punishment must be within the limits allowed by regulations.

After surveying the various psychological experiments concerning reward and punishment he arrived at the conclusions that a person may be effectively motivated away from punishment which is disliked, or he may be effectively motivated toward reward which is a desired goal. Young found no conclusive evidence as to the relative, immediate effectiveness of the two. The difference between the two he pointed out lies in the attitude of the individual person, his desire for the reward and his dislike for the punishment.[96]

95/ Pennington, et al., op. cit., p. 72.

96/ Young, op. cit., p. 314 f.

9. When crimes are committed punishment is usually unnecessary.

10. The act must be punished rather than the man.[89]

11. The nature of the punishment must be a logical end-result of the act.

12. Punishment, when inevitable, should be kept as limited.

13. Punishment must be substantially commensurate.

14. Punishment must be within the limits allowed by regulations.

After surveying the various psychological mechanisms moderately valued and punishment is arrived at the conclusion that a person may be effectively deterred only from punishment which is decisive, or he may be effectively motivated toward ideals which is a desired goal. Young Tonga is conclusive evidence as to the relative, immediate effectiveness of the two. The difference between the two is pointed out lies in the attitude of the individual punished. His desire for the reward and his fear for the punishment.[90]

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[89] Pescinskyas, et al., Op. cit., p. 70.

[90] Tonga, Op. cit., p. 149 f.

The less desirable results stem from the fact that a negative attitude resulting from the punishment usually lasts and becomes a motive destructive to good morale. The general psychology of the above conclusions is included in techniques #55-57.

The Army Air Forces Aviation Psychology Program, after analyzing extensive data on Air Forces Officers and men, announced the conclusion that "evidence supports the hypothesis that the adequate stimulus for fear is an intense and highly motivated situation to which the individual has no adequate means of adjustment."[97] Pennington said, concerning soldiers, "They retreat when they feel they are weaker than the enemy. They attack when they are stronger or when their leaders have made them feel that they are stronger." "Inaction and suspense tend to cause men to get out of hand. The solution to this is to give them something to do that will require action and thought, or for the leader to do something that might inspire a feeling of security and confidence."[98]

The factors that were found to have reduced fear were:

97/ Army Air Forces Aviation Psychology Program, Psychological Research on Problems of Redistribution, Report No. 14, (Government Printing Office, Washington 1946, Preliminary Draft, p. 186.

98/ Pennington, et. al., op. cit., p. 223. See also pp. 225-227, 231, and 234.

The Army Psychologists report that from the first year's negative attitude resulting from the problems usually faced and become a source dissatisfaction to good morale. The general psychology of the above cited values is included in Individual in Emotional Adjustment.

The Army Air Forces Individual Psychology Program after analyzing collecting data on Air Forces Officers and concluded the analysis that Psychologist supported the hypothesis that the advantage attached to flying is an interest and highly motivated aspiration to which the satisfaction has an adequate sense of achievement." [27] Functionally, concerning soldiers, "Many interest when they feel that they are getting ahead the money. They which when they are stronger or when their leaders have made them feel that they are stronger." "Promotion and corporate food to appear may be get out of hand. The solution in this is to give them something to do that will require action and thought, so that the leader to be something that might lacking - feeling of security and satisfaction." [28]

The factors that were found to be responsible for morale

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[27] Army Air Forces Aviation Psychology Program, Psychological Research on Pilot and of Radio-Navigation, Report No. 14, (Washington: Printing Office, Washington (D.C), Preliminary Draft, p. 126.

[28] Functionary, op. cit., op. cit., p. 770. See also op. cit., 1941, and 1944.

1. Confidence and morale
2. Effective activity
3. Social stimulation (seeing and talking with others, joking, et.)
4. Humor
5. Self control
6. Praying
7. Feeling lucky[99/]

These principles are included in techniques # 30 and 49.

The story concerning the "Four Horsemen" of football fame was told by Knute Rockne.[100/] The story concerned an important Notre Dame game. It occurred during the year when publicity for the "Four Horsemen" had reached a point where Coach Rockne was concerned about the influence it had upon the team itself. When the game started, he put in the line-up the "Horsemen" with the second string line. They

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99/ For an analysis of fear in combat see: Lessing A. Kahn, "A Discussion of Some Causes of Operational Fatigue in the Army Air Forces", Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 34-53.

100/ Kenneth A. Meade, The Shortage of Scientific and Technical Personnel - what Industry is Doing About It. (Presented at the Symposium on the Shortage of Scientific Personnel, American Association of the Advancement of Science, Boston, Mass., December 28, 1946), p. 12.

1. Optimism and morale
2. Effective activity
3. Mental stimulation (reading and talking with others, joking, etc.)
4. Humor
5. Self control
6. Praying
7. Feeling lucky[99]

These principles are included in questions 39 and 40.

The story concerning the "Four Horsemen" of football fame was told by three routes.[100] The story mentioned as important during these years. It occurred during the year when popularity for the "Four Horsemen" had reached a point where Knute Rockne was concerned about the influence it had upon the team itself. Using the game situation, he put in the line-up the "Horsemen" with the second string line. They

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[99] For an analysis of this in football see Leading A. Cohen, "A Discussion of Some Causes of Overachieved Results in the Army Air Forces", Psychological Bulletin (January 1947), Vol. 44, No. 1, pp. 73-82.

[100] Kenneth A. Swain, The Evolution of Sportsmanship and Individual Responsibility - Why Is Sportsmanship Important? (Presented at the Symposium on the Sportsman's Sportsmanship, Recreation Association of the American Physical Education Association of Science, Boston, Mass., December 28, 1950), p. 12.

were playing a very strong team. As the game progressed, Notre Dame was gradually being driven backward toward the wrong goal line. Just as the opposing team was about to score, he put in the first line. They stopped the advance and Notre Dame went on to win the game.

Speaking to the team after the game, Rockne said, "Now you "Four Horsemen" have seen and read a lot about your performances so much so I got to fear it was going to your heads. You saw what happened in the game today. The reason I did what I did was to impress on you the fact that the "Four Horsemen" could not accomplish much without the Seven Mules in front of them."

PART THREE

AN EXAMPLE SHOWING THE USE OF THE CHECK-LIST

CHAPTER VII

A CASE HISTORY

A case history is presented here to give an example of the value which one might expect to get from the check-list. It does not constitute proof of that value nor constitute statistically significant evidence. It is only one example, but a true one that occurred in the experience of a captain in the U. S. Navy when commanding a destroyer.

The bluejacket, whom I will call Boats, had served twenty years in the Navy, and almost all of that time he had been in trouble due to alcholic excesses. He was a problem. He was neither a leader nor a good seaman. He had been advanced several times to the rate of second class petty officer, and once during his career, he had been advanced higher to first class petty officer. Almost as many times he had been demoted, for at the time of this story he was a third class petty officer. Most of his old friends and contemporaries had long since become chief petty officers and warrant officers. Though Boats habitually staggered back from liberty completely inebriated, the commanding officer detected potential value in the man and attempted to make the most of his drunken sailor.

CHAPTER VII

A DARK HISTORY

A dark history is presented here to give an indication of the value which one might expect to get from his biography. It does not constitute proof of that value for obvious statistically significant evidence. It is only one example, but a true one that occurred in the experience of a capitalist in the U. S. Very rare commodity a researcher.

The biographer, whom I will call Harry, had worked twenty years in the Navy, and almost all of that time he had been in Europe due to diplomatic assignments. He was a problem. He was neither a leader nor a good manager. He had been promoted several times to the rank of second class petty officer, and upon turning his career, he had been promoted higher to first class petty officer. Almost as soon as he had been promoted, for at the time of his study he was a third class petty officer. Most of his old friends and contemporaries had long since become chief petty officers and warrant officers. Though Harry particularly enjoyed his from liberty completely satisfied, the commanding officer detected potential value in the man and attempted to make the most of his drawing ability.

The commanding officer checked the following PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES as he would have checked it at the time he first took special interest in Boats. Alongside the suggested motivation techniques, he placed notations giving information as to what was actually tried, opinions as to why a technique was not suited to Boats, or the results actually obtained.

It should be noted here, that when the commanding officer finally left the ship, Boats had achieved the rating of first class petty officer. He was doing an excellent job of leading about eighteen men, he was taking better care of his men than of himself, and he had not been drunk for one year.

The commanding officer ordered the following <u>EXCEPTIONAL</u> <u>DRILL-LIST OF MOTIVATING TECHNIQUES</u> as he would have checked it at the time he first took special interest in Smith. Alongside the suggested motivating techniques, he placed extensive giving information as to what was actually tried, explains as to why a technique was not suited to Smith, or the results actually obtained.

It should be noted here, that when the commanding officer finally left the unit, Smith had achieved the rating of first class petty officer. He was doing an excellent job of leading about eighteen men. He was taking better care of his men than of himself, and he had not been drunk for one year.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approa.

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

Boats
_____
Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

3. This line has been limited to the consideration of motivational as individuals. If this were the case of an airline can it motivating the personnel attitudes which are left by considerations of each one individually, but this line, with a few qualifications, would be impossible to an airline constituting a large group as a whole, from the senior Boss. In the line from, it is necessary to determine quantitatively what the strength and of the industry aims, policies, and duties. In the absence of simplicity this line is pointed toward the individual experience I of the cross-line is a series of questions which are designed to yield a value not to indicate positive conditions and relatively good or bad. Instead, they are intended to point out industrially areas where there exists an need for improvement. Further it is a line of industries designed for improvements that might be indicated in Section I and pointed out by the reference numbers.

In order to use this cross-line successfully as an industrial industry body is writing its name or the name of its job.

Name or Job

Section I

Answer all of the following questions. Check either (Yes), (?), or (No). The may signify that the question is not applicable to support a positive answer. In that case, check the (?). The information can be obtained by observing the men's actions, or

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionaire might sometimes be advisable.

Questions to Locate Areas for Possible Improvement	Answer (Yes) (?) (No)	Reference to Techniques
Has he some outstanding skill or knowledge?	(Yes) (?) (No)	3,4,9,11,14, 15,36,39,40
Is his name widelyknown aboard ship and in other ships or stations?	(Yes) (?) (No)	1,3,4,5,9, 36,48
Does he have several good friends among the crew?	(Yes) (?) (No)	5,9,12,35
Can he write home with pride about his job in the Navy?	(Yes) (?) (No)	10,19,20,21, 24,36,42,48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes) (?) (No)	16,37,43,26, 28
Does he feel capable of accomplishing the job?	(Yes) (?) (No)	14,18,36,39, 40,41,42,43, 49,50
Is he eager to learn his job or to pursue his studies?	(Yes) (?) (No)	14,15,16,17, 41,42,44,46
Is he effectively busy?	(Yes) (?) (No)	16,17,18,28, 30,49,52,38
Do his officers know his problems and give help or consideration when possible?	(Yes) (?) (No)	22,23,26,27, 30,29,34,39, 50,51
Has he made any special requests lately?	(Yes) (?) (No)	23,24,25,30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes) (?) (No)	18,31,45,47, 52,55,56,57, 58

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionnaire. The questions are arranged roughly in test order. The questions, in general, seldom to answer, or those a lawyer should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionnaire might sometimes be advisable.

Questions to Lawyer Lecture for Possible Department	Answer (Lawyer)(Client)	Reference to Section
Has he been unfaithful with his knowledge?	(Yes)(Y)(No)	3, 4, 8, 21, 24, 15, 20, 29, 40
Is his home virtuous among city and in other cities or towns?	(Yes)(Y)(No)	1, 2, 4, 5, 6, 26, 40
Does he have several good friends among the press?	(Yes)(Y)(No)	8, 9, 11, 36
Has he write home with pride about his job in the Army?	(Yes)(Y)(No)	12, 13, 20, 21, 24, 26, 36, 38
Does he feel that previous work as soldiers make dependent their are helpful?	(Yes)(Y)(No)	16, 27, 34, 37, 38
Does he feel capable of accomplishing the job?	(Yes)(Y)(No)	14, 23, 32, 36, 40, 41, 42, 43, 44, 45
Is he eager to learn his job or to pursue his studies?	(Yes)(Y)(No)	14, 15, 34, 37, 41, 42, 44, 46
Is he effectively busy?	(Yes)(Y)(No)	10, 11, 18, 19, 40, 42, 43, 44
Do his officers know his problems and give help at critical times when possible?	(Yes)(Y)(No)	22, 23, 25, 27, 30, 32, 34, 35, 40, 43
Has he made any material expenditure?	(Yes)(Y)(No)	22, 24, 25, 26
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes)(Y)(No)	18, 34, 42, 43, 22, 23, 32, 37, 39

Does he follow the group and conform to custom or the majority?	(Yes)(?)(No)	12,31,33,35, 45,47,52,56, 57,32
Does he take opportunities to throw his weight around, to dominate others?	(Yes)(?)(No)	41,42,46,47, 54
Does he accept responsibility?	(Yes)(?)(No)	23,44,46,47, 50,52
Does he speak of the ship's crew and teams as "We"?	(Yes)(?)(No)	4,5,6,7,8, 12,15
Does he feel the job is good enough for him?	(Yes)(?)(No)	11,13,14,19, 31,33,36,37, 58
Is he working well in order that he will be transferred to other duty?	(Yes)(?)(No)	17,24,25,50, 52,56,57
Does he feel his work is appreciated?	(Yes)(?)(No)	1,4,6,10,20, 21,39,48
Do his family and friends know his Navy reputation, if it is good?	(Yes)(?)(No)	1,2,3,5,6,20, 29
Is he proud to be identified as a member of the Navy?	(Yes)(?)(No)	1,2,6,7,8,16, 27,48
Does he know exactly what constitutes satisfactory performance in this job?	(Yes)(?)(No)	1,26,37,38
Is he proud to be known as one of the crew of this ship?	(Yes)(?)(No)	1,5,6,7,8,13, 15,27,29,48
Does he feel that he is progressing toward some future goal or aim in life?	(Yes)(?)(No)	15,36,37,38, 41,42,43
Does he feel his time is well spent and not wasted?	(Yes)(?)(No)	10,16,17,21, 24,36,38,41, 43
Does he consider his job of value to the Navy?	(Yes)(?)(No)	17,21,24,36, 43
Do his dependents, if any, have satisfactory living conditions?	(Yes)(?)(No)	22,23,24,27, 48
Is he reasonably well-satisfied with his income?	(Yes)(?)(No)	22,23,24,27, 43,48

Does he failing the group and neighbor
in making on the majority? (Yes)(T)(Ex) 18,21,34,35,
46,47,48,50,
57,58

Does he take cooperation to study
his weight around, in humanly manner? (Yes)(T)(Ex) 41,42,44,47,
64

Does he accept responsibility? (Yes)(T)(Ex) 32,44,46,49,
50,52

Does he enough of the ship's crew and
treats as "Ms"? (Yes)(T)(Ex) 4,5,6,7,8,
14,52

Does he feel the job is good enough for
him? (Yes)(T)(Ex) 13,19,24,25,
(1,22,23,27,
32

Is the working well in order that he will
be transferred to other duty? (Yes)(T)(Ex) 17,24,26,27,
28,29,30

Does he feel his work is appreciated? (Yes)(T)(Ex) 1,2,4,24,27,
41,7,48

Do his family and friends know his deep
relation, if it is good? (Yes)(T)(Ex) 1,3,4,5,6,20,
22

Is he proud to be identified as a member
of the Navy? (Yes)(T)(Ex) 1,2,4,7,8,14,
20,24

Does he know exactly what qualitative
satisfactory performance is his job? (Yes)(T)(Ex) 4,20,24,42

Is he proud to be known as one of the crew
of this ship? (Yes)(T)(Ex) 1,6,7,8,11
20,24,26,27

Does he feel that he is progressing towards
some future goal as she is like? (Yes)(T)(Ex) 10,22,23,26,
41,42,43

Does he feel his time is well used and
not wasted? (Yes)(T)(Ex) 10,12,13,20,
22,23,26,31,
32

Does he consider his job of value to the
Navy? (Yes)(T)(Ex) 17,18,24,26,
42

Do his dependents, if any, have satisfac-
tory living conditions? (Yes)(T)(Ex) 20,22,23,27,
28

Is he reasonably well-satisfied with his
income? (Yes)(T)(Ex) 20,21,22,26,
42,43

Is his feeling of personal importance in the organization about correct?	(Yes) (?) (No)	58,4,11,13, 14,21
Does he believe that any existing undesirable conditions are reasonably necessary?	(Yes) (?) (No)	25,34,43
Does he believe that his requests are considered?	(Yes) (?) (No)	22,23,27, 34,48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	(Yes) (?) (No)	44,46,54
Does he know and comply with ship's orders?	(Yes) (?) (No)	34,40,43,52, 53
Does he believe his leaders are doing all they honestly can to help him as an individual?	(Yes) (?) (No)	27,34,39,43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes) (?) (No)	23,26,30,32, 39,49,50,51, 53,58,39
Does he believe that the better breaks go to those who perform best?	(Yes) (?) (No)	23,32,37,39, 54
Does he believe that in each case the man promoted is the best man?	(Yes) (?) (No)	32,37,39,54
Does he feel free to do as he pleases, within reasonable limits?	(Yes) (?) (No)	33,35,45,50, 51,53
Would he do as well if the threat of Naval discipline were removed?	(Yes) (?) (No)	28,50,56,57

Is his feeling of-personal inferiority in the upgoing-action about correct?	(Yes)(T)(No)	52,4,11,20, 34,35
Does he believe that any existing un-desirable conditions are necessarily necessary?	(Yes)(T)(No)	20,24,43
Does he believe that his requests are considered?	(Yes)(T)(No)	45,52,37, 38,42
Does he making that in some ways the body same is he non self-handed or ambidexty?	(Yes)(T)(No)	41,42,34
Does he know and comply with ship's orders?	(Yes)(T)(No)	44,45,46,48, 52
Does he believe his leaders are doing all they necessary can to help him as an individual?	(Yes)(T)(No)	37,44,52,53, 55
Does he think his language "home ties more", or understand what really goes on and what should be done?	(Yes)(T)(No)	27,28,29,32, 36,43,50,52, 54,58,59
Does he believe that his better groups go to those who perform best?	(Yes)(T)(No)	25,34,37,38, 39
Does he believe good is ever even who proposed in the best way?	(Yes)(T)(No)	23,1,12,24
Does he feel free to do as he pleases, within reasonable limits?	(Yes)(T)(No)	22,15,23,30, 31,35
Would he do as well if the threat of fatal disciplize were removed?	(Yes)(T)(No)	36,39,44,4

SECTION II

SUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

Item No.	Check Here	Suggested Techniques of Motivation
1.	/	Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, Our Navy, All Hands, and sometimes the Army and Navy Journal.
2.		Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.		Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4.	/	Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.

6. Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.

7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.

8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.

9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.

10. Give him some blatently obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.

11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

5. Give a lady's party at the time the dog died. It should be more than recompense for the pain. It should help one see it more fairly. It should give recognition to quarrelsome dancers, musicians, etc. It should help in return friends and wives, giving laughs.

6. Give figures and a personal touch. When you have arranged parties, darkness celebrations, or commemorations, it will sometimes pay to mail invitations to the table of those who should be invited. This is an inexpensive communication a letter to all family, from the officer, will score a hit.

7. Use an insignia for the ship on mail. When it goes, fill it therein, and single mount to transmit, if possible. Use it on party programs, personal cards, on a lucky flag. A good excuse may be used the same way.

8. Get that flag an souvenir of the unit festivities. Place may be pictures, lanterns, medals, stickers, just jewelry, or ship's property. Decorations, i.e., armadors, are quite cheap and very popular, as are bore matches.

9. Such say, if at all possible, really be some or unique in some desirable way. Be sure in Lemon for something, whether it be the work makes place, that ship-shape policy, that vision, strength, that determination, or just spirit. At least the officers should have the same.

10. Give his case individually obvious compliment. Insist of course, but contrive enough to be almost from, as example in a free memory or receives saying the ship is saved because Lieut Jones is here like Lemon to laugh, but like it.

11. Set his mission to some important problem in the field of his specialty. Usually it will flatter him, sound his thoughts, and secure increased concentration from him. However, do not do this so often it indicated your ignorance or inability to use a decision. Use it upon the crew to which so can make decisions. Delay money in doubtful, but permissible to promotion and activity positions give meaning to life and is a good method of developing men.

12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.

13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample apportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.

14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.

15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.

/ We did this. Much initiative was allowed in the new job.

16. Develope his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by vizualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Suprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.

/ The commanding officer personally told him that the job was needed and that he was the best man for the job. He did a good job.

17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages.

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. / Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.

19. / Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.

20. // We did this and had good results. He carried a black book in which inspection results were entered.

Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove ones worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.

21. // We did this. Results were good. He was praised for returning to the ship when he expected blame for intoxication.

Give congratuations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."

22. / Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.

23. /// We did this. Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

[illegible]

[illegible]

[illegible]

23. are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motiviation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time. many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24. // We rewarded him with praise, acceptance, and a feeling of personal importane.

Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm" or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty might mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, <u>but keep your word</u>. Never promise anything you cannot faithfully deliver.

25. /

Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.

26. // We did this with very good results.

Make inspections carefully. Locate important troubles raise the ship's standards, and improve morale. Give praise where it is due. Criticize dust when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

[illegible]

[illegible]

[illegible]

27. / Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.

28. // Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nulified to a great extent when ships were directed to send quotas for recreation. Recreating by the numbers is not fun.

29. / Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.

30. /// If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, explanation of the enemy, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.

31. / Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.

32. / Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

33. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.

/ He was put in charge of the messing compartment and the messmen.

34. Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The aim is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

35. / Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

36. // We did this and obtained good results. Assign him some task of special importance at which he can succeed, or when starting him on a new type talk, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.

37. // We did this and found it to be very important. Results were good. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash.

38. /// We did this and pointed it up with regular inspections.

Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.

39. //

Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privilèdges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep theinotebooks, it would be well to supply them with notebooks printed to facilitate the records.

40.

Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

41. //

Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.

42. ///

Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.

43. /

Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

and wise-adviser in a recreational, inexpensive good, highly taste activity-preoccupation leaves after a tested [illegible].

29. Set a programming or review goal, one that lets him view hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in career, or a group of work done so, the data to measure his progress.

30. Know your job, their aptitudes, interests, and abilities. Sometimes there of highly biased will be important. Keep a notebook and records of your own, not down observations, good and bad, on [illegible]. Records will back up with things as punctuality [illegible], production, results, and priorities. Your records will help to plan you a reputation for fairness. They will help to prevent wasting a boss's time by giving the same factual general views. If you should learn that your jealous and thin-skinned, it would be well to supply them with notebooks printed to facilitate the reports.

31. Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

32. Help him by giving guidance, work as the new popular career planning. Help him get services showed it is to desires. Give him any help that is right reasonably desire in performing the tasks you assign. Never hide how to get information. A word to the wise overlooks at the right time will simplify his problem.

33. Help his to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Lack of interests, satisfaction, and knowledge, give apart from any formal course of study can, is [illegible], increase interest.

34. Give orientation in the local situation, information, in customs, rules, regulations, routine, policies, and objectives. Help him to see and his duty's needs relate to his own needs, wants, and values. A duty's handbook is extremely valuable. It is usually more interesting than the duty's memos, better understood

more widely distributed, and much appreciated as a souvenier. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. / Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develope a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything".

45. // Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation. Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.

46. // Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook. Teach him to carry a notebook and to jot down ideas as they occur, in order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.

47. // Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

We gave him opportunity to develop a habit of caring for his men. This so occupied his time that he broke the habit of drinking on liberty.

48. /// His work and improvements were recognized and marked in the book by the medical officer who made the regular inspections.

Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, paptent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions, like grievances, must have an outlet.

49. /

He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.

50. /// We did this to some extent.

Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.

51. ///

Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.

52. //

Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a linited extent. It includes no effort to get the maximum, willing effort from each bluejacket.

53. /

Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

54. / Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.

55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer priviledges, or dirty jobs. This works, but is detrimental to morale. There are better ways.

56. / Use masts, courtsmartials, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.

He had been punished too many times.

57. / Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.

58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given fo overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

[illegible]

The Officer, who supplied the story, made the following comment. "I think this is an excellent plan, for it suggested other procedures we should have tried on this fellow."

Of course one favorable opinion, or one successful case, however exaggerated it may be, can not prove the worth of the check-list. However, the following results can be claimed for the one example:

1. The leadership methods which had actually been used with success were included among the checked motivation techniques.
2. Other motivation techniques were suggested to the checker which seemed to hold promise, and which might have improved the man's motivation even more, or which might have been alternative solutions.
3. In general, those suggestions which were checked the greater number of times were the ones actually used and found successful.

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CONCLUSION

This thesis presents a new instrument for personnel administrators, particularly for officers in the United States Navy. The title of this instrument is A Practical Check-List of Motivation Techniques For Use By the United States Navy. It is a different approach to one phase of the old problem of leadership; an approach to improve motivation, the attitudes, interests, willingness, and enthusiasm of individuals to cooperate, work, and fight for the good of the ship, the Navy, the Nation, and themselves.

The techniques of motivation have been selected from many sources. They are not new. But the organization, arrangement, and presentation of these techniques are new. There are three main features to the arrangement of the check-list: First, Section I of the check-list contains a list of questions to be answered by the leader. The questions are designed to cause the officer to evaluate more objectively the motives and motivation of each man. They tend to cause the officer to become more objective in his appraisal and to see more clearly. Second, Section II of the check-list is a list of fifty-eight techniques which can sometimes help motivate men of the Navy to perform their jobs more efficiently, usefully, and enthusiastically.

CONCLUSION

This thesis presents a new instrument for personnel administrators, particularly for officers in the United States Navy. The title of this instrument is A Personnel Check-List of Motivation Techniques for Use in the United States Navy. It is a different approach to one phase of the old problem of leadership: an approach to improve motivation, the attitudes, interests, willingness, and cooperation of individuals to cooperate, work, and fight for the good of the ship, the Navy, the Nation, and themselves.

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Third, there is a system of reference numbers after each question in Section I which refer to specific motivation techniques in Section II. The techniques which are suggested by the check-list depend upon what answers are given to the questions of Section I concerning the individual man being considered.

The techniques of motivation have been selected from generally accepted principles in the fields of psychology, business leadership, public administration, philosophy, religion, and military leadership. These are not all of the possible techniques, yet they comprise a fairly complete selection of those which can be reasonably substantiated. They are compact and useful in this form.

The check-list has not been proved in real use as yet. But fourteen Navy officers, four Army officers, and one Navy chief petty officer have offered the opinion that it will be a valuable aid in many instances. It is hoped that it will prove of value when a leader finds men slack or negligent in their duties, or when he might have a free half hour to review quickly the motives of his personnel. It is also hoped that it will prove of value for instructing new leaders, officers, and petty officers in this important phase of leadership.

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